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ABSTRACT

This 1985 Michigan Occupational Information System (MOIS) Application Training booklet focuses on use of MOIS in a K-12 program of career development. Introductory materials include an MOIS application training agenda and information on what is new with MOIS. The section with materials for career development in the elementary school provides an overview and suggests career development activities for these grade levels: K-2, 3-4, and 5. For each level are identified objectives, infusion areas, and activities. The section with materials for career development in grades 6-8 provides an overview and suggests three activities: a career unit to help the student get to know himself/herself, the world of work, and the way the two interact; using the MOIS; and exploring business careers. Career cluster charts are presented. The section with materials for career development in grades 9-12 provides an overview and suggests activities to integrate earlier phases of career development into a high school program to help students in career planning. The Pontiac Northern High School's Student Planning Model is briefly described, and one unit is provided. A school district example of a career development approach is described, and ideas are offered for development of high school handbooks for career development. (YLB)

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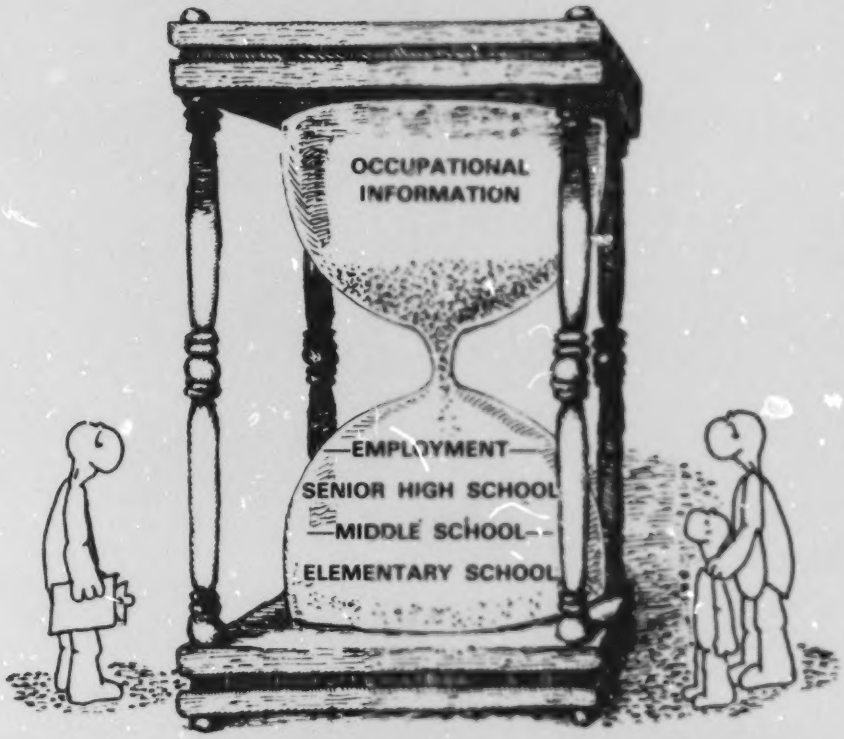

MICHIGAN OCCUPATIONAL INFORMATION SYSTEM

MOIS

application training 1985

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MOIS APPLICATION TRAINING

AGENDA 1985

5' 1. Introduction

10' 2. What's New With MOIS

10' 3. Overview of the Department of Education's Performance Objectives for Career Development

70' 4. Career Development Activities Using MOIS for Grades K-12
   a. Kindergarten through Fifth Grade
   b. Middle School/Junior High School
   c. High School

10' 5. Ten-minute Break

30' 6. Group Discussion and Sharing of Ideas on Career Development Activities

   Discussion by school district of the Career Development Plan presented in the MOIS Training Manual.

   Work out a Career Development Plan for your school district incorporating plans for elementary, middle school, and high school levels.

15' 7. Report from Groups

10' 8. Questions, Evaluations

WHAT'S NEW WITH MOIS

1. NEW MOISCRIPTS:
   - # 37 Production Welder
   - #205 Court Clerk
   - #391 Loan & Credit Clerk
   - #392 Personnel Clerk
   - #393 Welfare Eligibility Worker

2. MOISCRIPTS DELETED FROM MOIS:
   - # 37 Calculating Machine Operator
   - #205 Tire Builder

3. MOISCRIPT TITLE CHANGES:
   - # 29 Accountant changed to Accountant & Auditor
   - # 55 Personnel Worker changed to Personnel Manager & Specialist
   - #356 Forensic Polygraph Examiner changed to Polygraph Examiner

4. EMPLOYMENT & OUTLOOK REGIONS:

   Occupational Employment & Outlook, page 9 of the Microfiche, is now reported in column format with 19 Michigan regions represented. The regions are outlined on a map on page 7 of the **MOIS "Microfiche/Computer Index"**.

5. SUPPLY AND DEMAND DATA:

   Some of the MOISCRIPTS now contain supply and demand data in the Michigan Employment Outlook sections of both the microfiche and computer versions.

6. EDUCATION AND TRAINING DISPLAY SCREEN:

   An Education & Training Display Screen (computer) replaces the Education & Training Dial (telephone) on page 10 of the microfiche.

7. POSTSECONDARY SCHOOL FILE AND POSTSECONDARY FINANCIAL AID FILE COMBINED:

   These files, which were previously separate in the microfiche version, have been combined for the 1985 MOIS. They are now on the same fiche.

INTRODUCTION

"What do you want to be when you grow up?" This is one of the most important questions young people face and one for which they may be least prepared. Most students do not have a clear idea of what they want to make an occupational goal.

The 1985 Michigan Occupational Information System (MOIS) Application Training booklet focuses on how MOIS can be used in a K-12 program of career development, within the context of the Michigan State Board of Education-approved Essential Performance Objectives for Career Development.

The process of choosing a career, planning, and looking ahead requires understanding and knowledge. This process has been occurring for years at the secondary level. The time has come to extend our efforts to include a career development program at the elementary and middle school levels, where the learning experiences necessary to achieve career goals begin. Block's definition of career education seems to capture these concepts. He wrote:

> Career education is that part of the career development process of the individual that provides the learning experiences necessary to achieve career goals. It is, in its very nature, a continuing process starting in early childhood and continuing through adult years. It is a part of the education of all persons, and is aimed at developing the individual to the greatest possible degree according to his/her own career goals.[1]

The school must rethink its approach to the task of communicating the knowledge students need to live and work productively. MOIS can help to supply this knowledge, with its vast resources of occupational and related educational information.

---

[1]Block, Alfred L., "Career Education in the Seventies: Possibilities and Probabilities." Educare Journal, Spring 1973, pp. 26-27.

The State Board of Education, in its' Essential Performance Objectives for Career Development, outlined performance objectives in four main categories: self-awareness and assessment, career awareness and exploration, career decision making, and career planning and placement. The objectives were constructed for grades kindergarten through third grade, fourth through sixth grade, and seventh through ninth grade in such a way that sequential development in readiness for adult life roles can be seen. These objectives are correlated with the high school level objectives of the Michigan Life Role Competencies. The Michigan model of career education stresses the infusion of these concepts into the existing academic curriculum. The activities included in the 1985 MOIS Application Training were written with these goals in mind.

A career development program, using MOIS, can assist in effective career exploration, planning, and decision making. In the elementary grades, MOIScripts can be used by teachers as a resource for their units on career awareness. At the middle school/junior high level, the Structured Search can begin to match the students personal interest profiles to jobs. Use of the different MOIS information files will provide the occupational and educational information necessary for career exploration. In the high school, the continued use of MOIS will assist in the processes of career decision making and planning.

In summary, MOIS can be an integral component of a K-12 career development program. Students, teachers, and school districts will profit as students gain a greater awareness of the world of work.

CAREER DEVELOPMENT IN GRADES K-5

A broad based career development program begins in the elementary school. Students at the elementary level are not expected to select an occupation, but to gain an awareness of the different occupational groups. The kindergarten through fifth grade MOIS Application Training will focus on the second performance objective, as outlined in the State Board of Education, Essential Performance Objectives for Career Development: career awareness and exploration.

There are two types of resources for vocational guidance experiences. The initial resources are those that the child lives and learns, such as those presented by parents and teachers; careers with which the child readily identifies and is familiar, such as police officer, mail carrier, and bus driver; and those careers with which he/she can readily observe through experiences, such as field trips and worker visits to the classroom.

In addition to those initial resources immediately available within the home/school/community, the child's career horizons can be further expanded through the use of media which can acquaint him/her with the world of work. Published material, films and filmstrips, MOIS, and other resources should be used increasingly as the child moves up the career development ladder. Throughout the kindergarten through fifth grade career development program, MOIS serves primarily as a resource to be used directly by teachers rather than by students.

Career development activities during kindergarten through second grade will be based on the initial resources. In the third through fifth grade, the other resources will begin to be implemented. Infusion of career development is most often presented through social studies classes at this level, although language arts, arithmetic, and other subjects can be related to occupational awareness and self-awareness. The following are suggested career development activities which may be used for the grade levels kindergarten through second, third and fourth, and fifth.

CAREER DEVELOPMENT FOR KINDERGARTEN - SECOND GRADE

OBJECTIVES

To identify workers in the family, school, and community

To become aware of tasks performed by workers in the home, school, and community

To become aware of tools, equipment, materials or work aids, and uniforms used by workers in the family, school, and community

To assist students in discovering the relationship between their current home/school experiences and the real world of work

To help students identify some work habits/attitudes that are important in both elementary school and in adult life

To develop an awareness of good work habits

INFUSION AREAS

Language Arts
Social Studies
Art

ACTIVITIES

There are nine activities designed for grades kindergarten through second. The activities are: School Workers (Activity 1), Community Workers (Activities 2, 3, 4), Family Workers (Activities 5, 8, 9), and Work Habits/Attitudes (Activities 6, 7).

1. SCHOOL WORKERS (5-10 days)

   a. Ask children to identify the workers in the school and list them on the board. Place "Turtlegraphics" on the bulletin board as each worker is identified.

   b. Visit each worker in the work area, e.g., library, boilerroom, lunchroom, principal's office, etc.

   c. Discuss simple tools used by various school workers: telephone, hammer, screwdriver, mop, eraser, money or lunch ticket, typewriter, etc. Play "Guess Who Uses Me" by holding up various tools or work-related objects; instruct children to answer who uses them.

MOISCRIPTS for School Workers:

60 Secretary
69 Custodian (House & Building Interior Cleaner)
73 Cook & Chef
75 Crossing Guard
98 Elementary School Teacher
99 Librarian
101 Teacher Aide
102 Principal (School Administrator)
130 Bus Driver

2. COMMUNITY WORKERS (2 days)

NOTE: The Community Workers Activities are from the Coloma Community Schools "Career Development Curriculum Units for the Elementary Classroom."

a. Discuss with the children what a community is. Ask students to think of all the people who work in their community. List on the board all the workers that they can name. Determine how each worker helps the community and what would happen if the community did not have them.

b. Place "Turtle Graphics" of various community workers on the bulletin board.

c. Use Activity Sheet #1* for the following activities:
   1) Ask students what buildings they see in the picture.
   2) Tell students to name some of the workers who might live in this community; i.e., farmer, fire fighter, police officer, etc.
   3) Discuss tools used by the different workers.
   4) Instruct students to find Bob's house on the map and circle it. Tell them to find his school (write "school" on the blackboard) and circle it. Ask them to trace a line with their fingers along the road from Bob's house to his school. Tell them to use a red crayon to trace the path.

3. COMMUNITY WORKERS - FIRE FIGHTERS (5 days)

a. Introduce fire fighters by using books, films, or role models.
   1) Discuss fire safety at home and school.
   2) Tell students to name some fire fighter's tools (hose, truck, hydrant, ladder, ax, etc.) and discuss how they use the tools.
   3) Ask if a fire fighter's work is dangerous and how.

b. Instruct students to use Activity Sheet #2* to draw a picture of fire fighters putting out a fire.

c. Use Activity Sheet #3* for practicing the "f" sound.

d. Take a field trip to a fire station or invite a fire fighter to visit the classroom.

4. COMMUNITY WORKERS - POLICE WORKERS (5 days)

a. Acquaint the students with the duties, tools, uniforms, and various workers within the police department.

b. Discuss what tools different police workers use; i.e., pens, pencils, paper, cars, handcuffs, motorcycles, etc. Discuss how the tools are used.

c. Talk about the police workers' uniforms. Discuss why some police workers wear uniforms and why some <u>don't</u> wear uniforms.

*This Activity Sheet is available in a separate packet

d. Emphasize the police workers' working conditions. Ask if police workers must work on holidays, weekends, etc. Discuss why there is a need for police service at all hours on holidays and weekends. Ask if the students think all police work is dangerous.

e. Discuss some different traffic signs and have the students complete Activity Sheet #4*.

f. Ask the students to trace shapes of traffic signs around the police worker. (Activity Sheet #5)*

g. Make a large fingerprint chart. Instruct all the students to sign their names to the chart. Provide a stamp pad and tell the students to put their fingerprints by their names.

MOISCRIPTS for Community Workers Unit (refer to MOIS Index for additional titles):

66 Baker
67 Barber
73 Cook
75 Crossing Guard
78 Fire Fighter
89 Police Officer
94 Telephone Operator
130 Bus Driver
131 Delivery/Route Driver
163 Telephone Repairer
178 Physician
180 Nurse
197 Farm Worker
198 Farmer & Farm Manager
357 Mail Carrier

NOTE: The next three activities are from Career Development Assessment Series Instructional Strategies, Grades 1-9, Michigan State Board of Education, Spring 1980.

5. INVESTIGATIVE REPORTERS - (Language Arts - report writing, Social Studies - work roles) (2 days)

a. With the help of worksheets, students list ways they can find out more about the work roles of persons in their family.

b. Students pretend they are investigators.

c. Their assignment is to discover different ways of finding out what work family members do: mothers, fathers, brothers, sisters, grandparents.

d. Students use Activity Sheet #6* to help them organize their thoughts.

MOISCRIPTS

89 Police Officer & Detective
371 Private Investigator

6. GETTING THE JOB DONE - (Social Studies, Language Arts) (5 days) - Skits and/or puppet shows are used to illustrate efficient and inefficient ways of getting a job done.

a. The class will develop a list of home and/or classroom jobs. Write the jobs on the chalkboard.

b. Discuss the most efficient ways to complete one or two of these jobs.

c. Divide the class into groups of three.

*This Activity Sheet is available in a separate packet

d. Each group presents a short skit or puppet play, showing the efficient and inefficient methods of completing one of the jobs. Present the skits or plays to younger students of the school.

7. CHECK IT OFF - (Language Arts, Social Studies) (indefinite number of days) - For any specified assignment, students are given a checklist of its requirements. As the student completes each requirement, (s)he checks it off to show successful completion of the task. (See Activity Sheet #7 for an example of a checklist.)*

   a. Prepare a requirement checklist for a specified assignment in any subject area.

   b. Students receive the checklists before they begin the assignment. The checklists are also used to determine assignment completion and evaluation.

   c. Go over the checklist with the class and then as students carry out the tasks, use it as a guide for individual questions.

   d. Encourage each student to check off each item as it is completed.

   e. Variation: use chalkboard or posters at front of the room and do as a large group, one requirement at a time.

NOTE: The last two activities are from the Holland Public Schools Elementary Career Education Units.

8. MY FAMILY - (Art, Social Studies, Math) (3 days)

   Pictures cut from magazines and catalogs represent the students' family and pets.

   a. On a large 12" x 18" manila paper, the student pastes pictures of people and pets cut from magazines and catalogues to represent his/her own family. Emphasize keeping the size of pictures in correct relation to family.

   b. When the pictures are finished, each shows his/her own picture to the class and tells about his/her place in the family.

   c. Children discuss together what responsibilities they have in the family.

   d. For math, ask the children to count how many in each family and make a bar graph.

   e. Also for math, the pictures may be arranged on the bulletin board according to size from least to most.

9. PARENTS' JOBS - (This may be used in conjunction with Activity 5, "Investigative Reporters".) (5 days)

   a. The students ask their fathers and mothers about their jobs. Each student gives the class an oral description of their parent(s) jobs.

   b. Class discussion of these jobs. Teacher lists jobs on blackboard.

   c. Make a chart comparing the jobs according to the following characteristics: indoor or outdoor work; work with hands or tools; work with paper and pencil; work with people or things; etc.

   d. To find occupational information on parents' jobs, teachers may use the MOIS Index for Microfiche/Computer location.

*This Activity Sheet is available in a separate packet

CAREER DEVELOPMENT FOR THIRD - FOURTH GRADE

OBJECTIVES

To assist the students in discovering the relationship between their current home/school experiences and the real world of work.

To assist the student in identifying those factors which affect the successful completion of a task.

To introduce students to several sources for obtaining occupational information.

To help students become aware of the variety of workers in the community.

To enable the students to study in depth a group of workers within the community, Restaurant workers.

INFUSION AREAS

Social Studies
Language Arts
Mathematics
Art

ACTIVITIES

The following activities have been devised to assist the student in discovering the relationship between their current home/school experiences and the real world of work. The activities are from Career Development Assessment Series, Instructional Strategies, Grades 1-9 which were developed by the Michigan State Board of Education.

1. RAIN OR SHINE (Social Science) (1-2 days) - The weather is just one factor students might suggest in a list of items that affect completion of home, school, or community tasks.

   a. Show a movie about a person in a working situation.

   b. After viewing the film, students contribute answers to the question, "Name various factors that helped the person in the film complete his/her job successfully", e.g., skills, time, interest, approval, weather, etc.

c. Make a list of the factors suggested.

d. Initiate a group discussion which surfaces various questions such as:

1. Can you think of other jobs which are influenced by any of these factors?
2. Do you have any of these jobs at school? At home?

2. THE ESSENTIAL INGREDIENT (Social Studies) (2 days) - Through an examination of classroom tasks, students will discover the essential "ingredients" required of the person who can perform each of the tasks.

a. Discuss room responsibilities for students; e.g., plants, errands, boards, closet, pencils, tables, chairs, etc.

b. Conduct group discussion of qualities needed to perform each task.

c. List qualities needed on board for each task.

d. Determine which qualities appear most often.

e. Individually, or in teams, have students write applications for three room responsibilities (tasks) explaining why they should be chosen for that particular set of tasks.

3. STUDENTS INCORPORATED (Language Arts) (3-4 days) - Through interviews and discussions, students identify various activities they have done that qualify as work.

a. In the large group, students discuss different types of work and their ideas and feelings about work.

b. In teams, students interview classmates about types of work (chores, helping tasks) they do in school, at home, and in the community.

c. Students may interview a neighbor, parents, friends, to determine what adults think students should do regarding young people's work responsibilities.

d. Students make a chart of work opportunities and responsibilities at school, at home, and in the community available to youngsters their age. This can be done in groups of five-seven.

4. ONCE UPON A FAMILY (Social Studies) - A family survey by each student points out many factors that affect family roles.

a. This activity is a survey of changing conditions and roles in a student's family since he/she began school.

b. Explain survey to students.

c. Students complete survey at home and return it to school for compiling and discussing.

d. Survey: Since you've started school--

1. How many times have you moved?
2. How many sisters or brothers have been born?
3. Have any brothers or sisters moved out?
4. Has Dad changed jobs?
5. Has Mother changed jobs?
6. List any other important changes that have happened.

e. Students bring survey back to classroom. Discuss how the surveyed events changed the student's roles at home.

The next activity is to increase the students' awareness of the variety of workers in the community.

5. MINI-COMMUNITY (Social Studies, Language Arts, Art) (10-15 days) - The students will set up a mini-community in the classroom. If space permits, each part of the community will be a three-dimensional representation. If there is no space for a three-dimensional representation, each part of the community may be displayed by the use of posters.

a. The class will determine 10-12 groups they would like to represent in the community (i.e., hospital, grocery store, school, post office, clothing store, animal hospital, etc.). Make a list on the chalkboard.

b. Using a long piece of paper (3' x 6') and crayons or markers, the children will make a map of the community.

c. The class will be divided into 4-5 groups. Each group will choose one of the community groups to study.

d. In the small group, the students will discuss what workers are needed for their community group. (Example: at an Animal Hospital there is a Veterinarian, Veterinarian's Assistant, Animal Caretaker, Secretary, Groomer, and possibly a Keeper and a Trainer.)

e. For each worker within the community group, the students will discuss what service the worker performs, the duties of the worker, the tools used, and the uniform (if any).

f. Around the room, each community group will be represented. Some ways of displaying the worker groups would be to make pictures of the worker with uniform and tools. At the top of each picture the student describes what the worker does ("The Veterinarian cares for sick or injured animals"). A collage of each worker or community group may be constructed. A diagram of the place of work can be drawn, or a three-dimensional model may be made.

g. Make paper bag puppets of the various workers within the community groups and instruct each group to give a puppet show representing the duties of workers.

The following activities, Restaurant Workers and Postal Workers, are from the Coloma Community Schools Career Development Curriculum Units.

6. RESTAURANT WORKERS

a. Ask the students to list as many different workers as they can who work in a restaurant. Write the names of the workers on the board with definitions.

Waiters and Waitresses - serve food

Cooks and Chefs - prepare food

Bus Boys and Bus Girls - clear and set tables

Hosts and Hostesses - greet customers at the door and seat them at a table

Health Inspectors - check to see that restaurants follow health rules and regulations

Kitchen Helpers - wash dishes and prepare vegetables

Pantry Workers (or kitchen helpers) - prepare salads and other special dishes

Janitors and Porters - dispose of garbage and trash, sweep and mop, and do other cleaning jobs

Managers and Proprieters - own or operate the restaurant (They order supplies, direct the other workers, and hire workers).

Office Workers - keep records and pay bills

Dieticians - plan the menu, supervise the preparation of food and enforce sanitary regulations

Maintenance Workers - keep the machinery and building in repair

Entertainers and Musicians - provide entertainment for the customers

b. Some people help the restaurant industry, but they do not work in a restaurant. Ask the students to list these workers and tell how their work helps the restaurant industry (e.g. farmer, rancher, fisherman, baker, miller, truck driver--delivers food, supplies, and other items; road repair people--keep roads in good repair; telephone workers--install and keep phones in repair so restaurant workers may order supplies or take orders from customers). DO NOT LIST ANY PEOPLE WHO WORK IN A RESTAURANT.

c. Ask the students to match the worker with the best job description. Each answer may be used only once.

A. Greeting people as they enter a restaurant	____ 1. Waitress - Waiter
B. Cooking	____ 2. Hostess - Host
C. Planning menus	____ 3. Chef
D. Buying supplies	____ 4. Food Service Supervisor - manager or proprietor
E. Checking for cleanliness	____ 5. Dietitian
F. Taking customers' orders	____ 6. Sanitary Health Inspector

d. Ask the students to match the workers with their tools. Each answer may be used only once.

A. Food Service Supervisor or Manager	____ 1. Cart, dish cloth, water pitcher
B. Chef	____ 2. Broom, mop, bucket
C. Kitchen Helper	____ 3. Checkbook, bills, work schedule
D. Janitor or Custodian	____ 4. Menu, cash register
E. Host or Hostess	____ 5. Oven, mixing bowls, recipe
F. Waitress or Waiter	____ 6. Uniform, pad and pencil, tray
G. Bus Boy or Bus Girl	____ 7. Scale, books, food chart
H. Dietitian	____ 8. Dish soap, paring knife, apron

e. Math activities

1)

By looking at the above graph, tell which 3 days the most waitresses will be working.

a) _____ b) _____ c) _____

2)

By looking at the above graph, tell the 2 times during the day when the chef will need the most help.

a) _____ b) _____

3) Mr. Bently had Jim work 4 hours on Monday, 3 hours on Tuesday, 5 hours on Friday, and 4 hours on Saturday. How many hours did Jim work?

_____

4) Mrs. Lander received 15 dozen eggs on Monday. She had 6 dozen eggs left on Tuesday. How many dozen eggs did the restaurant use?

_____

5) Mr. White bought some new knives for $265 and some new forks for $324. How much money did he spend?

_____

6) One week Mr. Rick spent $967 for beef at the restaurant. The next week he spent $952 for beef. How much more did he spend the first week?

_____

7) During lunch Mr. Power's restaurant served 53 people, and during dinner he served 74 people. How many did he serve altogether?

_____

MOISCRIPTS for Restaurant Workers:

38 Cashier
73 Cook & Chef
76 Dishwasher
76 Kitchen Helper
79 Food Counter Worker
79 Fast-Foods Worker
80 Food Service Manager
83 Inspector
95 Waiter/Waitress
96 Waiter's/Waitress' Assistant
169 Dietitian
238 Food Preparation Worker

CAREER DEVELOPMENT FOR FIFTH GRADE

OBJECTIVES

To identify resources that provide occupational information

To introduce the concept of job clusters

To give the student an awareness of the many workers in the health field

To enable the student to use resources to identify tasks, tools, skills, training, earnings, etc., of an occupation within the health field

INFUSION AREAS

Language Arts

Social Studies

Health

ACTIVITIES

1. RESOURCES FOR OCCUPATIONAL INFORMATION
   a. MOIS
      1) discuss Index book
      2) discuss use of microfiche and/or computer as means of obtaining occupational information
   b. Occupational Outlook Handbook
   c. Encyclopedias
   d. Books, periodicals

NOTE: MOIS defines "cluster" as: a group of occupations or interest areas with common or similar characteristics.

The next activity is from Career Development Assessment Series Instructional Strategies, Grades 1-9, Michigan State Board of Education.

2. A CLASS OF CLUSTERS (3-5 days)
   a. Referring to bulletin board, discuss Occuational Clusters (refer to hand out "A Class of Clusters"-Activity Sheet #8)*.
   b. Hand out "A Class of Clusters". Discuss the rationale behind each cluster.
   c. Divide the class into small groups by allowing students to volunteer for a cluster which interests them.
   d. In small groups, students generate lists of talents or special interests related to that particular cluster.
   e. Within each group, individual students select an occupation and research (using MOIS, OOH, encyclopedias) particular talents training/education needed. Each student will report this information back to the small group.

*This Activity Sheet is available in a separate packet

f. Each small group gives a short presentation to the class summarizing how occupations within the given cluster are similar and different. Students should give examples of careers within the cluster which require different skills and training.

3. HEALTH CAREERS (5 days)
   a. Using copies of the MOIS Index of Occupations (pages 11-23) and/or the Occupational Groups Index (pages 29-32) identify all workers in the health field. Write all possible health occupations on the board.
   b. Divide the class into small groups. Ask each student to choose a health occupation.
   c. Individually, or in pairs, ask the students to research one health field occupation. Ask each individual, or pair, to complete the form "MOIS Occupational Study Guide" (from 1983 MOIS Application Training-Activity Sheet #9).
   d. When the research is complete, the students will return to their group and discuss similarities and differences between the health workers in the group.
      1) Make a large chart such as the sample "Comparison of Health Workers" (Activity Sheet #10).
      2) Students will enter information on the occupation he/she researched.
      3) Each small group will report the similarities and differences to the total class.

4. WORD SEARCHES (1 day each)
   a. Health Careers Word Search (Activity Sheet #11)*
   b. MOIS Word Search (Activity Sheet #12)*

MOISCRIPTS for Health Workers

164 Clinical Laboratory Worker
165 Dental Assistant
166 Dental Hygienist
167 Dental Laboratory Technician
168 Dentist
169 Dietitian
170 Emergency Medical Technician
171 Health Administrator
172 Licensed Practical Nurse
173 Medical Records Personnel
174 Nurse Aide/Orderly
175 Occupational Therapy Personnel
176 Pharmacist
177 Physical Therapy Personnel
178 Physician
179 Radiologic Technician
180 Registered Nurse
181 Respiratory Therapist & Technician
182 Veterinarian
276 Home Health Aide
303 Chiropractor
304 Electrocardiograph Technician
305 Electroencephalograph Technician
306 Nuclear Medical Technologist
307 Nurse Anesthetist
308 Dispensing Optician
309 Optometric Assistant
310 Optometrist
311 Orthotist & Prosthetist
312 Physician's Assistant
313 Podiatrist
314 Psychiatric Aide & Technician
315 Speech - Language Pathologist & Audiologist
316 Surgical Technician
317 Veterinary Assistant
365 Biomedical Equipment Technician
367 Psychiatrist
377 Nursing Home Administrator
378 Medical Assistant
379 Optical Laboratory Technician
389 Pharmacy Technician

*This Activity Sheet is available in a separate packet

ACTIVITY SHEET #9

MOIS OCCUPATIONAL STUDY GUIDE

Name of Student: _____

Title of Occupation: _____

MOIS Number: _____

1. What work is performed? What do the workers do? _____

2. Why do they do it? _____

3. How do they do it? _____

4. What skill is involved? _____

5. What are the requirements for entering this occupation? _____

6. What are the pathways or methods of entering this occupation? _____

7. What machines, tools or equipment are used? _____

8. What are the physical demands upon workers? Does the work involve sitting, lifting, carrying, pushing, fingering, walking, climbing, stooping? _____

_____

_____

9. What are the working conditions? Are they inside, outside, hot, cold, damp, wet, humid, dry, dusty, high place, etc.?_____

_____

_____

10. What worker characteristics are involved? Does it involve people, data or things? Does it involve strength of hands, arms, legs, finger dexterity, eye-hand coordination, sense of smell, memory for details, contact with people, personal appearance, etc.?_____

_____

_____

11. Are there special requirements such as license, certification, etc.?_____

_____

12. What is the usual line for promotion or advancement? _____

_____

_____

13. What are the beginning earnings?_____ per week/month/year?

14. What are the average earnings? _____ per week/month/year?

15. What is the employment outlook? _____

_____

_____

16. About how many workers are employed in this occupation? _____

17. Describe an average day for a worker in this occupation? _____

_____

_____

18. Do members of this occupation have (a) unions, (b) professional organizations? _____

_____

19. To what other occupations is this occupation related? _____

_____

_____

20. What do workers in this career like about their job? _____

_____

_____

21. What do workers in this field dislike about their job? _____

_____

_____

22. Where can you write for more information about this job? _____

_____

23. Check off any of the resources that you used in collecting the above information:

_____ Encyclopedia of Careers

_____ "Lovejoy's Career and Vocational School Guide"

_____ The Occupational Outlook Handbook

_____ An individual library book. Book title: _____

_____ The Vertical file in the Career Center

_____ Career World magazine

_____ Dictionary of Occupational Titles

_____ Popeye Comics

_____ Chronicle Guidance Briefs

_____ MOIS

_____ Other (Title) _____

_____ Personal interview of _____ Job title: _____

Which source did you find the most useful? _____

Activity Designed by
Mike McGahey
L'Anse Creuse Middle School-North
Mt. Clemens, Michigan

COMPARISON OF HEALTH WORKERS

	DUTIES	TOOL MACHINES	PHYSICAL DEMANDS	WORKING CONDITIONS	DATA, PEOPLE, OR THINGS	SPECIAL REQUIREMENTS	EARNINGS	EMPLOYMENT OUTLOOK	UNION? PROFESSIONAL ORGANIZATION	RELATED OCCUPATION
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										

TURTLEGRAPHICS

MOIS uses the turtle as a visual aid in helping students comprehend more easily what a particular worker's duties entail. In this section of the elementary school application training booklet are included two sample 'Turtlegraphics' depicting occupations that will be familiar to the elementary school student. A packet of eighteen additional Turtlegraphics is available. Each Turtlegraphic includes the MOIS number, title, and a short description of the occupation. Two of the Turtlegraphics (#69 House and Building Interior Cleaner and #102 School Administrator) use a more common name (Custodian and Principal, respectively), in addition to the MOIS title.

The Turtlegraphics may be used by teachers as a bulletin board display or may be copied for use by individual students. Teachers may want to create additional turtlegraphics as they study other school and community workers.

69 CUSTODIAN (HOUSE AND BUILDING INTERIOR CLEANER)

House and Building Interior Cleaners are responsible for keeping buildings, such as hospitals, offices, homes, and factories, clean and orderly.

78 FIRE FIGHTER

Fire Fighters put out fires, protect life and property, and take care of firefighting equipment.

CAREER DEVELOPMENT IN THE MIDDLE SCHOOL

GRADES 6-8

A career development program at the middle school/junior high level continues to help the student explore various careers and occupational clusters. The student begins to become familiar with the preparation requirements and educational opportunities available for training. The continuing use of MOIS--including the information files and the introduction and use of the Structured Search will help the student achieve needed career awareness. The skills and knowledge acquired during this phase become the foundation for decision making and career planning at succeeding levels.

Middle school/junior high students begin to see some relationship between educational planning and a future career. An important aspect of career education is for students to recognize the need to have a plan and follow a process of decision making to achieve the plan. The use of the MOIS Structured Search and occupational descriptions will greatly aid in this process.

At the middle school/junior high level, all four of the objectives as outlined by the State Board of Education, in their Essential Performance Objectives for Career Development are focused upon, to some degree. The following activities are intended as suggested approaches for achieving these objectives. The activities will give students an opportunity to look at their own values, interests, and abilities; relate them to careers; become familiar with various occupational clusters; and begin some career decision making and planning which will help them select initial high school courses.

MIDDLE SCHOOL ACTIVITIES

NOTE: The first activity is adapted from a career unit from the Godwin Middle School--Wyoming, Michigan.

1. CAREER UNIT - 10 days

Objectives:

To help students to identify their specific interests in a number of types of activities which are relevant to making career choices

To enable students to identify work values they hold which are relevant to making career choices

To enable students to explain what career information can be obtained from the resources within the school

Students will demonstrate the use of MOIS in the identification of possible career options

Career Unit

Beginning in the middle school years, the student will be faced with many important decisions--what subjects to take in school, in what activities to get involved, what plans to make for the future--and making these decisions can be a pretty tough job for the student.

Choosing an occupation is one of the most important tasks ahead of the student; it is also one of the most difficult. The student probably won't make a definite career choice now because his/her values, interests, and abilities may change with more education and new experiences. It is more important for him/her to learn HOW to begin thinking about careers and making career decisions. It may be hard to start thinking about careers, but the more thinking and planning the student does now, the better prepared he/she will be for important decisions later.

The goal of this Career Unit is to help the student get to know himself/herself, the world of work, and the way that the two fit together. The more the student knows about himself/herself the better the chances of getting a job that he/she likes.

Success often has a lot to do with REALLY LIKING your job. Ask the students why they think this is true. Ask the students to write a paragraph giving their ideas about why a person is more apt to be successful if they like their job.

INTERESTS

Let's begin the task of learning more about yourself. First, we'll look at your interests. Interests are things that you enjoy doing. In the first column below, list fifteen (15) interests that you have. Be specific. Instead of "sports" name the one(s) you enjoy and tell if it is watching or playing the sport that is your interest. The directions for filling in the other columns are below the chart and on the next page.

15 of my interests (in any order)	1,2,3	A/P	X	$	i/O	*	Past	Future

1,2,3 - In this column, number your favorite three out of all fifteen so that your most favorite is number "1", etc., label only the top three.

A/P - If the activity is something you do by yourself, alone, put an "A" in this column. If you do it with other people, put a "P". If you sometimes do it alone, sometimes with others, put an "A" and a "P" in the column.

X - Put an X mark in this column for every activity you've done in the past two weeks.

$ - Put a dollar sign in this column for each activity that costs money every time you do it.

INTERESTS (CONTD.)

I/O - In this column, put an "I" for an indoor activity, "O" for an outdoor activity, both letters if YOU do it in both places at times.

* - Put an asterisk (*) by any activity that you must plan ahead of time.

Past - Put an "X" by any interest that you had five years ago.

Future - Put an "X" by any activity you EXPECT to still be enjoying in five more years.

Now look carefully at your responses for a few minutes and answer the following questions:

1. Can you find any patterns in your interests?

2. Do you seem to like a certain kind of activity?

3. Do you need much money to do the things you enjoy?

4. What other patterns are there?

In the space provided, make some statements about the patterns you can find. You may want to begin your sentences with something like the one below (fill in your own endings). Try to find lots of patterns.

"I noticed that I "

PERSONAL PREFERENCES

This exercise, dealing with personal preferences, should help you to see more things about your personality, likes and dislikes. In each group below there are two possible answers, and you must make a choice between them. In each group, ask yourself which one of the two you'd rather do. There are no right or wrong answers, only the chance to learn more about yourself.

Underline the one in each pair that YOU would PREFER doing. For example, if the choices were (change my weight/stay the same weight) I, personally, would rather stay the same weight than change my weight, so I would underline the one that I would RATHER do: (change my weight/<u>stay the same weight</u>).

Read each pair below, and underline your choices.

(be infront of a group - be in a group)
(be indoors - be outdoors)
(do something that's easy - do something that's hard for me)
(be the boss - be told what to do)
(have a job where I usually sit down - have a job where I usually move around)
(be quiet - talk a lot)
(work where it's always clean - get a little dirty on the job)
(help people - fix things)
(dress up for school - wear jeans to school)
(get a raise every year - get extra money whenever I do something extra-good)
(work around some danger - work where there is no risk in my job)
(work the same hours every day - have work hours that change)
(study quietly - not study at all)
(stay home - work outside of my home)
(read something myself - have someone else tell me what they read)
(be busy all the time - have only a little to do)
(do work "in my head" - work with my hands)
(talk while people listen - listen while someone talks)
(go to high school - get a job now)
(work in an office - travel around on the job every day)
(work on my own - work where I'm watched)
(figure out, by myself, how to do something - have someone else show me how to do something)
(be famous - not be well-known)

Answer the following questions with either "yes" or "no".

1. Do I follow instructions at home?
2. Do I like doing a task the same way every time?
3. Can I express my ideas well when I talk to someone else?
4. Am I always on time for classes and appointments?
5. Do I understand directions that I read?
6. Do I enjoy learning new things?
7. Do I stay calm when I'm losing an argument?
8. Do I obey rules, even if I don't like them?
9. Can I express my ideas well in writing?
10. Do I remain calm when plans are changed suddenly?
11. Do I like telling others how to do things?
12. Can I keep a secret without telling ANYONE else?
13. Can I "handle" having someone criticize me?

PERSONAL ACHIEVEMENT

A skill is a technique or a way of doing something. Once you have learned a new skill, it can be called one of your achievements. Achievements are things you have learned or accomplished. They are also called your abilities, in some cases.

In the space below, list at least ten talents, abilities, or achievements that you have. What are some things you can do that you feel good about, something someone else has told you that you do well, that you've won an award or earned something for, that are easy for you to do, etc.? You may list more than ten if you wish.

It is just as important to know what you cannot do well. List those things that you can't do very well, or that you find hard to do. Name as many as you can.

VALUES

Something that is important to you is a value. Money, friendship, and honesty are examples of values; things people think are good or desirable. Even if you don't realize it, your own values are behind most of the decisions you make every day.

Some values are shared by many people, but not everybody would agree on which ones are most important. The following words describe qualities in people. Number them (1-15) in the order that they are important to you in choosing your own friends.

_____helpful	_____talented	_____good-looking
_____loyal	_____cheerful	_____forgiving
_____brave	_____honest	_____sense of humor
_____clean	_____kind	_____good listener
_____smart	_____fun	_____trustworthy

Now, imagine that it's ten years in the future, and someone is giving a speech about WHAT KIND OF PERSON you are. How would you like to be described in this speech? In the space below, tell about the person you hope to be in ten years, but write it as though someone else is talking about you. If your name is Jill, for example, then write "Jill is very honest" instead of "I am". Use the list of qualities above, or any other personal qualities you would like to be known for.

NAME A CAREER

As we've already learned, it's best when the job a person has fits his or her needs, abilities, interests, values, and likes and dislikes. Would it make sense to train to be a fire fighter if you don't like a sense of danger? an auto mechanic if you don't work very well with your hands? a nurse if the sight of blood makes you sick? Of course, the answer to all of these is "no". You need to know **yourself** in order to make the right choices.

But, even though there are things that you can't do now, many problems are erased by learning or practice. For example, you could plan to be a policeman (or woman) even though you don't know how to drive a car, fire a gun, write up a ticket, or catch criminals, because these are all things you could **learn** to do. As long as you like a sense of danger and excitement, don't mind "paperwork" or working outdoors in all kinds of weather, and more—you can still plan to be on a police force.

Name any job or career (besides policeman) that you can answer some questions about.

_____

In the space below, make a list of things you must be able to do in this career. Put a check mark (√) by anything you could **learn** to do, even if you can't do it now.

What are some personal qualities you must have for this job? (See the exercise you did right before this one for a few ideas to get you started.)

YOUR FUTURE

In this activity you will work by yourself for a few minutes, then will talk with me, and finally, finish up by yourself. You need to sit still and do some imagining.

I want you to imagine what your life will be like in ten years -- your home? marriage? children? job? schooling? where will you live? what will you be doing?

Go ahead . . . close your eyes or lay your head down if you want to . . . just imagine it .

When you finish, come and see me and bring this sheet with you.

Are your goals realistic? That means **can you** and **will you** really try to do these things in the next ten years? Why or why not?

What do you need to do in order to accomplish these goals? What plans must you make? Do you have to change anything that you're doing now?

REVIEW SHEET

Before we proceed to the second part of the unit, exploring careers, let's review some of the terms and ideas you already studied. Define the following (1-6) in your own words, so that you understand what each one means.

1. INTEREST
2. ABILITY
3. SKILL
4. VALUE
5. ACHIEVEMENTS
6. GOALS

There are many, many different kinds of jobs. A **job** is simply your work or employment. A person may hold several jobs in his/her life. A career, on the other hand, is a chosen, lifelong work. It is planned for, studied for, trained for.

> Let's pretend to know a person who was a newspaper carrier while a teenager, and who did yard work every summer when school was out. In high school, the person also worked as a babysitter on some nights. This person went to college and worked evenings in a restaurant to earn money for books and things. After several years of studying in college, the person finally became a lawyer.

Every kind of work that this individual did was considered a **job**, until he/she began a **career** as a lawyer. This is CAREER PLANNING---a process whereby you can begin to plan for a future career of your own.

You have learned some things about yourself. Now it is time to learn about the world of work. You will be able to explore a few jobs that you find interesting, and see if your own interests, abilities, values, likes, dislikes, and personal qualities "fit" the job.

NOTE: The next activity is from the Montabella Middle School, Blanchard, Michigan.

2. MICHIGAN OCCUPATIONAL INFORMATION SYSTEM (MOIS) - (5 days)

This project is designed to help you put together all of the information that you have gathered so far. Believe it or not, there is a way that all of this fits into a plan for a career search! There are, as we've said before, many careers out there in the working world. To begin exploring some of them, use the material labeled MOIS and take out a "MOIS Search

Worksheet" and a "Structured Search" workbook. Follow the directions in the workbook. Please write your answers only on the worksheet itself.

The empty space below is where you will staple your worksheet when you are finished with it. But for now, you'll need the worksheet plus a "Structured Search Scan Sheets" booklet out of the drawer. Open the booklet of scan sheets and follow the directions on the first page. Let me know if you need help or when you finish with the exercise. When you finish, you are ready to use the microfiche machine/computer.

This sheet is to be filled in as you explore the MOIS data files career information. It is a summary of what the MOISCRIPTS stated. You can use single words or phrases if you wish; complete sentences are not necessary here.

CAREER NAME_____

1. Nature of the work - explain what a person who has this job does. What are the duties?

2. Working conditions - explain what the working environment is like (health hazards, dangers, indoor or outdoor duties, noise level, etc.)

3. Requirements - tell about the education, training, personal qualities, and other qualifications that are necessary for this job.

4. Places of employment - where can you find this kind of job?

5. Earnings - how much money can you expect to make? What benefits are there?

6. Outlook - will there be many jobs available in the future?

7. Related Careers - list any related careers or occupations mentioned in the source.

8. Further Information - does the article list sources to contact for further information? List.

9. Other interesting facts - anything else you found interesting?

Date _____ approved ____ disapproved ____ initials ____

3. EXPLORING BUSINESS CAREERS (20-30 days)

Business education programs have long emphasized career education as a goal. The NBEA Classroom Teachers Handbook on Career Education in Business Education[1] offers the following unit for exploring business careers.

General Objectives

1. To acquaint students with selected career opportunities in business
2. To help students assess societal needs for selected business occupations
3. To recognize behaviors and traits which will enable students to interact with many variables in the business world
4. To determine job performance standards acceptable to business employers

Special Objectives

1. To appraise the advantages and disadvantages of selected business careers
2. To identify the average salary of selected business careers
3. To identify realistically the existing and emerging job titles in business occupations
4. To identify qualifications or prerequisites for attainment of selected business careers

Infusion Areas

General Business
Typing

Exploring Job Availabilities

1. Explore local job availability with students in a specific, practical way through the use of newspaper want ads. Want ads in the local newspaper are a valuable source of information. They indicate the types of work available, the qualifications required for specific jobs, and a running account of how often a need occurs for new employees in a particular line of work.

2. Visit employment agencies to discover positions available and personality qualifications. This activity not only shows the job available, but also teaches students in a practical way what they must do personally to qualify.

---

[1] Finch, Alton V., editor. Career Education in Business Education: Classroom Teachers Handbook. Reston, Va. National Business Education Association, 1980. pp. IV-9-10.

3. Individually encourage students to seek job information through personal friends, friends of family, etc. Each source should be asked about the routine involved and the requirements of particular work. In addition, parents and school personnel can offer constructive ideas.

4. Investigate state and national business opportunities through state merit standards and civil service criteria.

5. Distribute and discuss printed brochures which tell of career opportunities in various types of business.

6. Provide occupational information to parents of students in PTA meetings or at open house programs.

Exploring Job Programs, Requirements and Performance

1. Invite guest speakers to attend classes to express their ideas and philosophy on successful employment and to answer questions.

2. Invite to the class graduates of business education programs who hold relatively high positions in business.

3. Arrange for members of the class to visit a place of business where they can see and have explained the overall functioning of the organization. Here too, students can observe acceptable dress, behavior, and work standards.

4. Incorporate simulation into appropriate classes discussing correct and proper attitudes related to employer-employee relationships.

5. Have students list the educational background required for specific employment in a selected business career.

6. Distribute and discuss manuals used in local business firms.

7. Provide a special "career day" for employment personnel to discuss entry-employment opportunities.

Evaluation

An integral and ongoing part of unit preparation is the identification of the matters to be evaluated and means of evaluating the learner's accomplishments. Evaluation activities must be planned along with the rest of the unit preparation and placed at appropriate points in the unit.

Not all knowledge, skills, and attitudes can or should be evaluated during the course of any single unit. However, selection could be made from the following samples of evaluation:

1. Students will be able to list five major components that contribute to the successful employment of a business occupation that interests them.

2. Students will be able to list the steps necessary to follow in the planning process for the development of their selected business career.

3. Students will be assigned a project which requires each student to visit a company in which he/she is interested and to report back to the class on pertinent data. A written summary of the experience will be turned in to the teacher.

4. Students will prepare a bulletin board display featuring literature, pictures, and other relevant materials on a selected business occupation.

5. Students will interact in role-playing situations in which they will deal with ways of coping or managing interpersonal relationships.

6. Students will select at least two business occupations of interest to them and, with the use of MOISCRIPTS, will compare salaries, experience needed, education needs, and current job openings.

CAREER CLUSTER CHARTS

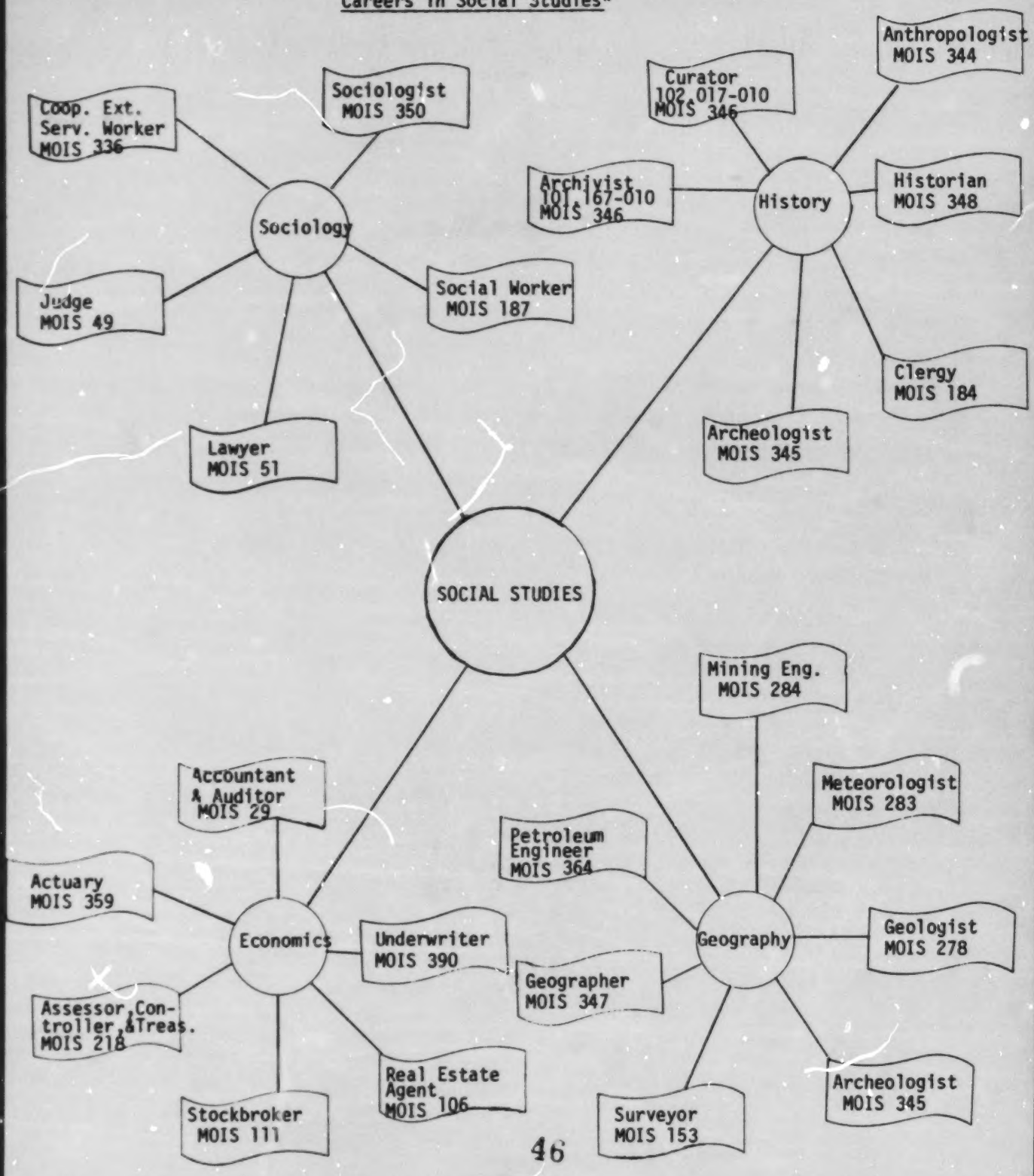
NOTE: The following activity is adapted from East Grand Rapids High School.

The career cluster charts show occupations that are related to a particular subject area. Included are sample charts for Social Studies, English, and Art. The charts may be used in conjunction with a career development unit in the middle school or high school or they may be used by subject area teachers. Teachers or counselors may want to arrange a bulletin board display depicting the information shown on the chart.

Each career includes the name of the occupation, the MOISCRIPT number, and the Dictionary of Occupational Classification number if an occupational specialty. (See page 11 of the Microfiche/Computer Index for a discussion of MOISCRIPTS and Specialty Titles).

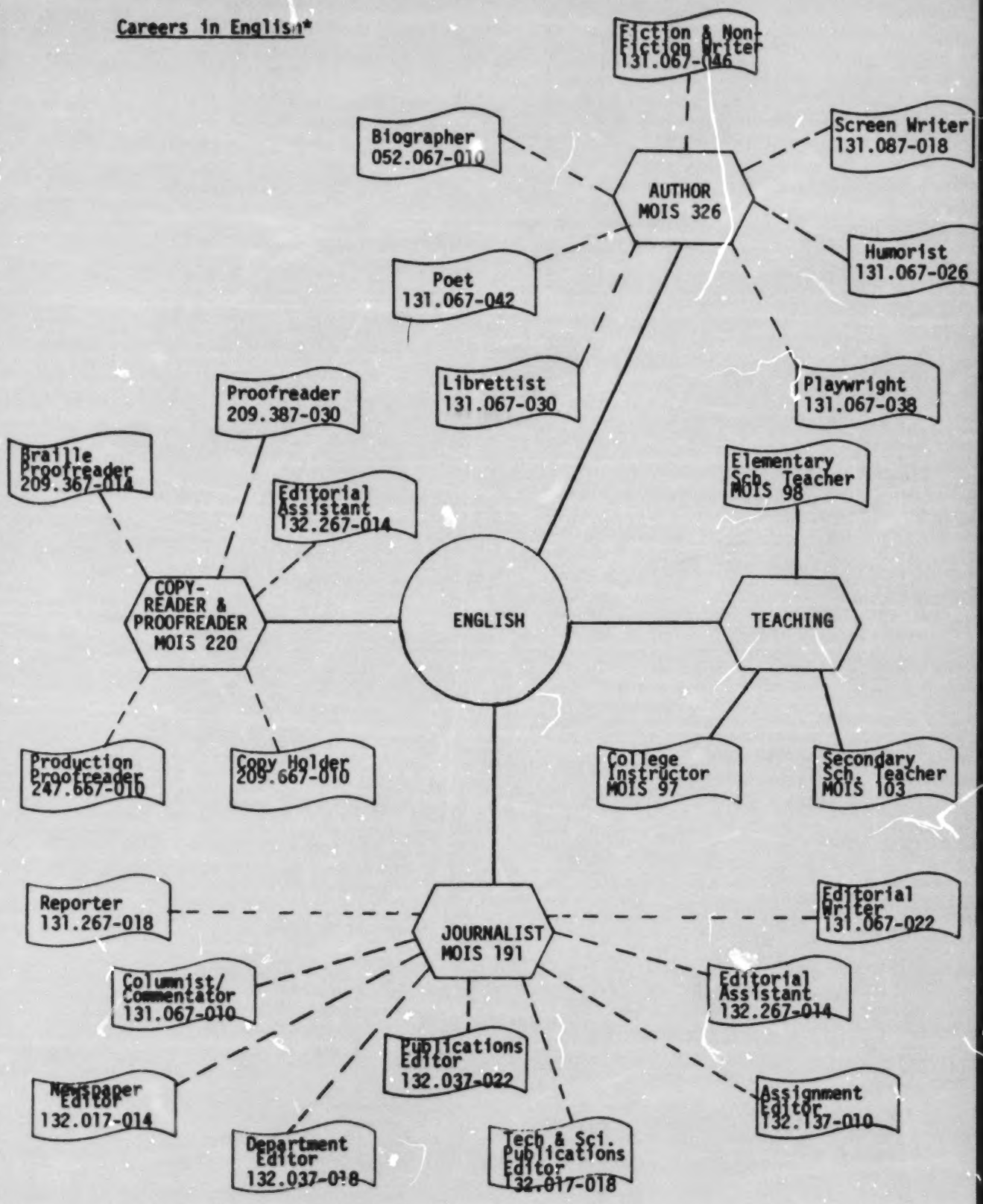
For additional occupational titles, refer to the School Subject Index on page 33 of the Microfiche/Computer Index. The School Subject File contains lists of MOISCRIPTS which relate to each subject.

Careers in Social Studies*

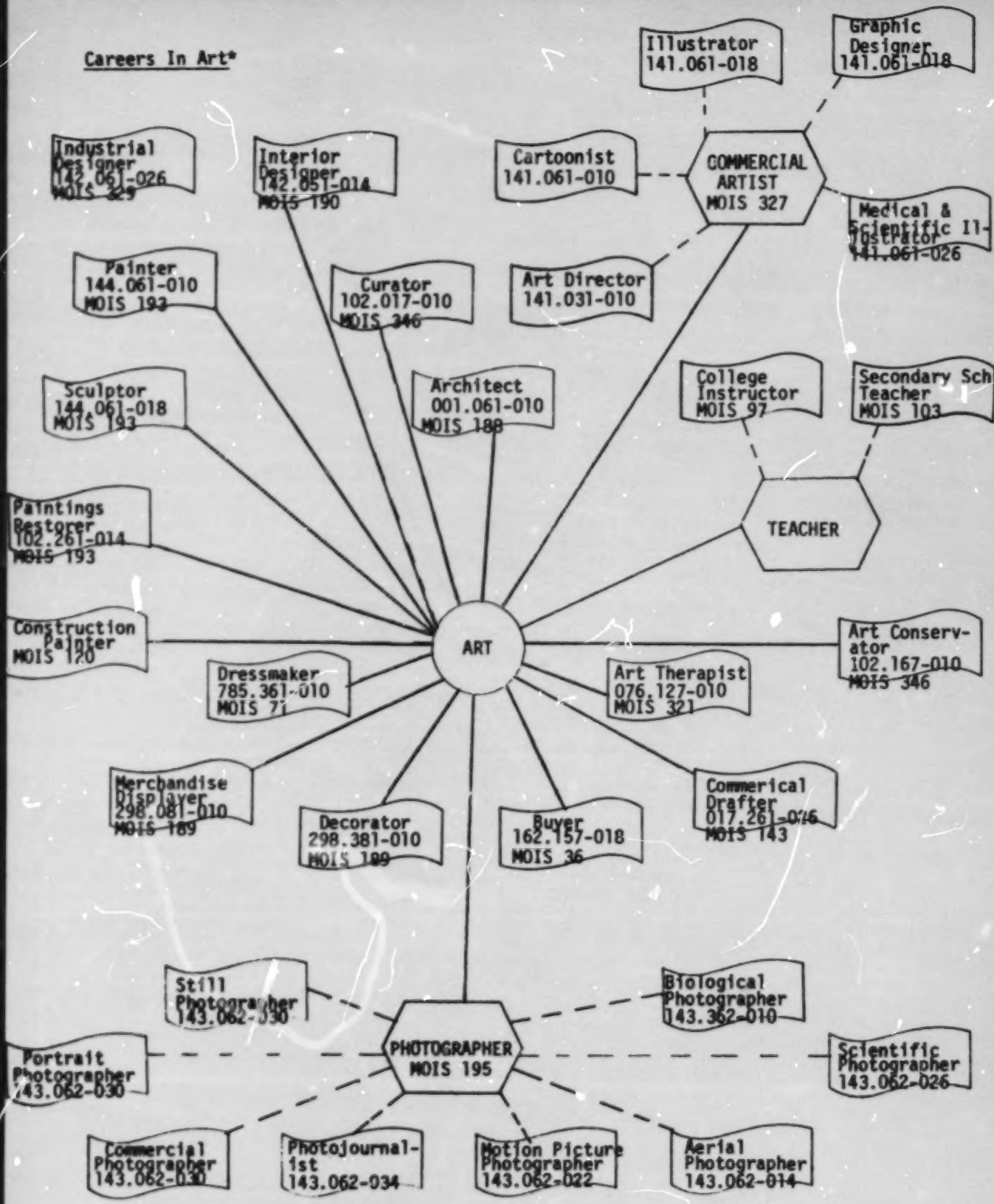


*For additional occupations see the Social Subject Index, page 33 of the Microfiche/Computer Index, for location of the school subject in the School Subject File.

Careers in English*



*For additional occupations see the School Subject Index, page 33 of the Microfiche/ Computer Index for location of the school subject in the School Subject File.



*For additional occupations see the School Subject Index page 33 of the Microfiche/Computer Index, for location of the school subject in the School Subject File.

CAREER DEVELOPMENT IN THE HIGH SCHOOL GRADES 9-12

At the high school level a career development program adds the dimensions of career decision making, planning and placement. Students identify tentative career goals and select appropriate educational programs to prepare for their chosen careers.

Throughout high school students have the opportunity to re-evaluate their career goals on the basis of changing interests annd classroom performance. The MOIS Structured Search can help identify occupations that match changing interests. The MOIS information files supply valuable insight regarding courses that relate to chosen occupations.

As students prepare to leave high school for continued education, employment, or a combination of education and employment, MOIS can be used for employability skill training. The MOIS information files provide very specific information on postsecondary educational opportunities in colleges, private trade schools, apprenticeship programs and the military. MOIS also provides financial aid information.

The following activities are suggested to integrate the earlier phases of career development into a high school program that meets the needs of students to make and implement career plans.

In summary, MOIS can be an integral component of a K-12 career development program. Students, teachers, and school districts will profit as students gain a greater awareness of the world of work and use their educational opportunities to prepare for a career of their choice.

OVERVIEW

The Student Planning Model is a comprehensive program for ninth and tenth graders at Pontiac Northern High School. It is designed to aid students in the selection of high school classes and future career areas. These selections are based on identifying interests, aptitudes, and skill areas from a series of specific modules. Each module covers an important step in the selection process. For each unit, student booklets and lesson plans are available for the instructors.

In the first unit, Charting Your Course, students are introduced to the concept of career planning and identifying resource people or services that can answer questions about future plans.

The second unit, Values Clarification, provides a series of exercises on values in which students consider what ideals and beliefs are important to them, e.g., fame, money, power, and family, and why.

In the third module, Assessment, students examine the terminology of testing and use this information in reviewing their test scores and grades.

The fourth unit, Life Roles, covers the various functions that we perform as a family member, citizen, worker, and a user of leisure time.

The fifth unit, Career Awareness, is a ninth-grade introduction to the use of career resource materials. Students complete an investigation of one specific occupation and then review course selection information they will need for subsequent semesters.

The sixth unit, Career Decision Making, is the most involved unit in that students complete a MOIS Interest Inventory and receive a list of job titles based on their identification of certain preferences in seven areas of work. From this list of occupations, students select three for close study and later complete a decision-making exercise that further narrows their choices.

The final unit is Course Selection. This is the only unit that requires the use of the previous unit for its completion. Students identify specific classes which relate to the previous choices made in the Career Decision Making module after which they list courses

on a course selection sheet. This sheet then becomes the basis for future class registration. The students now have a specific plan to follow for the remainder of their high school career. (School districts may want to use this final unit at an earlier time, i.e., eighth grade, to assure that students have a course selection plan to follow throughout high school. For those districts which use an Employability Development Plan (EDP) with their students, course selection is once again suggested to take place at the eighth or ninth grade level.)

Four departments participate in the delivery of these seven modules. The English Department presents Charting Your Course and Values Clarification to ninth graders. Assessment is handled by the Math Department in ninth grade after the DAT test scores become available. Life Roles, Career Awareness, and Career Decision Making are offered by the Social Studies Department. Science is responsible for the final unit, Course Selection, to tenth graders. Ninth graders complete five units while tenth graders do Career Decision Making and Course Selection during the first semester.

In order to do the entire set of units, it takes 21-22 days of class and library time. The Career Center provides students with the needed computer terminals, microfiche machines, files, periodicals, and resource books. Some teachers will be able to shave time off these numbers while others will add slightly to them by expanding units and ideas suggested within the model. Following is a suggested breakdown of hours for ninth and tenth grades:

Ninth Grade

Unit	Class	Number of Days (hours)
1. Charting Your Course	English	1
2. Values Clarification	English	2-3
3. Assessment	Math	1
4. Career Awareness	Social Studies	4
5. Life Roles	Social Studies	2
	Total	10-11

Breakdown: English 3-4, Social Studies 6, Math 1

Tenth Grade

1. Career Decision Making	Social Studies	8
2. Course Selection	Science	3
	Total	11

Breakdown: Social Studies - 8, Science - 3

The Student Planning Model offers an organized means for choosing courses based on an examination of the steps involved and the identification of interests and abilities.

Following is the sixth unit Career Decision-Making.

This unit will provide students with an opportunity to research careers that match their abilities, interests, and educational goals and make a career or career cluster decision. Following are the objectives for the unit:

Career Decision Making

A. The students will understand and use the steps involved in making a career decision.
   1. Students will complete the MOIS Inventory (Search Worksheet).
   2. Using the MOIS Index, the students will locate occupational information including the occupational title, the microfiche number, and the fiche card.
   3. Students will record information from the fiche card on an Occupational Investigation Sheet for three occupations.
   4. Given lists of physical, intellectual, and emotional values pertaining to occupations, the students will define their own list of important work-related values.
   5. Using the above list, they will rank these values.
   6. Given a rating scale and their three occupational Investigation Sheets, the students will assign a number to show how successful each job is in meeting each of their work-related values.
   7. Given the information in Objectives 6 and 7, the student will use multiplication and addition to determine a job score for each of the occupational alternatives.

Further information regarding the Student Planning Model may be obtained by contacting:

Marilyn Pomeroy
or James Brigham
Pontiac Northern High School
Career Resource Center
1051 Arlene
Pontiac, MI 48055

Adapted from: Student Planning Model
Pontiac Northern High School
Career Resource Center
1051 Arlene
Pontiac, MI 48055

Lesson Plan: Career Decision-Making
Class: 10th Grade
U.S. History
Part I
Time Period: 10-15 days

PURPOSE: The student will understand the steps involved in making a career decision.

GOAL: Students will research careers that match their abilities, interests, and educational goals.

Objectives:

a. Students will identify highest abilities and interests.
b. Students will complete MOIS "Structured Search".
c. Students will choose at least three occupations to investigate.
d. Students will complete at least three "Occupation Investigation" worksheets.

GOAL: Students will make a career or career cluster decision.

Objectives:

a. Students will practice using a decision-making model.
b. Students will identify personal work values.
c. Students will make career decisions.
d. Students will identify cluster area related to their chosen occupation.

MATERIALS: Classroom set of . . .
1. Career Decision-Making booklets
2. Student Search booklets
3. MOIS Numerical Indexes
4. Structured Search Scan Sheets
5. MOIS
6. Single transparency - MOIS Search Worksheet

PROCEDURE: Steps are listed in a sequential manner with no attempt to separate these on a day-to-day basis.

1. Distribute the Career Decision-Making booklets to the class. Ask students to review the contents to make sure that all pages are present.

2. Turn to the first page, CDM-1.

   A. Review the intent of the total program. The main points are listed below:

      1. GENERAL PURPOSE OF THE STUDENT PLANNING MODEL - Knowing their interests, abilities, and goals will enable students to select courses that will meet their occupational goals.

      2. The Student Planning Program is divided into three stages: Exploration, Narrowing, and Planning.

a. In the Exploration unit, students will examine their interests, abilities, and academic strengths and weaknesses.
b. In the Narrowing section, students will be practicing the steps involved in making decisions, especially of the type used in choosing a career.
c. In the final stage, Planning, students will begin to develop a plan that will meet their career goals.

3. Turn to CDM-2.

A. Review with students the terms used in the pre-test: abilities, interests, education goals.

B. The career clusters that students should choose from are listed beneath the second question.

C. Have students complete pre-test.

4. Turn to CDM-3.

A. The next two pages will introduce terms that are used in MOIS.

B. The terms listed below are ones that students will be required to understand in order to respond to the questions on this page. You may want to review these definitions with your class.

1. Accuracy - precisely following established rules and specifications to meet certain standards.
2. Creativity - the expression of your own original ideas.
3. Directing - planning, organizing work as well as giving directions to others.
4. Evaluation - making decisions and judgments based on your senses and experiences.
5. Interaction - effective and cooperative dealings with others.
6. Logic - the use of logical steps in the completion of tasks and problem solving.
7. Persuasion - working with people in such a way as to encourage performance, e.g., effectively selling a product or a service.
8. Repetition - working at the same task for long periods of time.
9. Stress - working and performing under pressure.

C. Have students complete temperament survey.

5. Turn to CDM-4.

A. This page will require some pre-teaching before it can be effectively used.

B. Ask students to complete this page by following the directions listed below.

1. These three terms, "data", "people", and "things" are used in the MOIS Survey.
2. In each section are listed activities for one of these terms. Students should read all activities under each heading and check any that are of interest to them.
3. Rank the three categories in order of their interest to you on the three lines at the bottom of the page.

6. Distribute the MOIS Search Worksheet and a Structured Search booklet.

   A. The student's name, the date, the teacher's name, and the hour should be written on the worksheet.

   B. Explain the purpose of the worksheet.

      1. It is used to record your work-related preferences.
      2. It is used to identify appropriate job titles for later career investigation.

   C. Begin the task of completing the worksheet.

      1. Start with page 4 of the booklet. Ask students to read section on interest. Put up a transparency of the MOIS Search Worksheet.

         a. Direct the students to look at the three divisions of interest: data, people, and things.
         b. Discuss each of the three divisions and give examples of sample occupations for each.
         c. Now, tell students to mark a letter that must clearly match their area of interest.

      2. Turn to page 5. AREAS OF WORK

         a. Read the definition for the particular area and then cite some occupation examples.
         b. Ask students to select one category and place letter on worksheet.

      3. Turn to page 6. PHYSICAL STRENGTHS

         a. Read definitions of each strength level.
         b. Ask students to select one category and place letter on worksheet.

      4. Turn to page 7. PHYSICAL CAPABILITIES (This is often a difficult section to complete.)

         a. Read descriptions of each of the five categories.
         b. Students should select one or more (maximum of four) categories. Remember, you are selecting capabilities that you would not like to use in an occupation.

      5. Turn to page 8. WORKING CONDITIONS

         a. Review each of the three definitions.
         b. Ask students to select one category.

      6. Turn to page 9. EDUCATION

         a. Discuss the need for each student to be especially careful in selecting educational levels. Choices should usually not be more than three entry levels apart. (Students should make choices of educational levels in terms of first and second choices.)
         b. Review with students the ten categories and explain levels related to private vocational training, etc.

7. Turn to page 10. TEMPERAMENTS

   A. Review each of the various temperament categories carefully.

   B. Have students select up to four temperaments and enter their choices on worksheet.

8. Turn to page 12. Read material at top of page to the class. Emphasize, in particular, Direction B.

   A. While students should be able to choose areas that are the most important to them, they should mark items 1, 2, 6, and 7 in order for the most reasonable choices to be made. Education is the most critical choice factor in deciding on realistic career options.

   B. Students should have at least three areas marked with checks.

   C. If a student has an occupational preference, it is important that they record it at the bottom of the MOIS Search Worksheet.

   D. After you have finished the MOIS Search Worksheet, find the occupations that match your choices by using your profile with either MOIS Structured Search Scan Sheets or microcomputer/terminal.

   E. Record the occupation title, MOIS number, and microfiche number on the MOIS Search Worksheet.

9. Using the MOIS microfiche/computer information, complete three of the Occupational Investigation Worksheets - CDM - pp 5-8.

Lesson Plan: Career Decision-Making
Class: 10th Grade
U.S. History
Part II
Time Period: 10-15 days

PURPOSE: The student will understand the steps involved in making a career decision.

GOAL: Students will make a career or career cluster decision.

Objectives:

a. Students will practice using a decision-making model.
b. Students will identify personal work values.
c. Students will make career decisions.
d. Students will identify cluster area related to their chosen occupation.

MATERIALS:
1. Career Decision-Making booklets (already distributed)
2. One Overhead projector
3. One Transparency - Decision-Making Chart

PROCEDURE: The class has completed the first phase of this booklet which was an assessment of their interests, abilities, and educational goals. They chose some careers to research and spent time gathering information from MOIS. This next phase will help them with the process of making decisions about their occupational choices.

1. Redistribute the Career Decision-Making booklets to the class.

2. Explain the following to the class.

   A. Decision making is a process that we all go through when we have to make a choice.

   B. Some decisions are more difficult to make than others. For example, it is harder to decide what you are going to do after high school than it is to decide what you are going to wear to school.

   C. Some decisions are also more difficult to make because there are so many choices. For example, when we buy a new car, we have many things to consider such as price, size, gas mileage, color, resale value, and financing.

3. In this section, students will decide on a career choice based on their values, the things that are important to them.

4. Turn to page CDM-9.

   A. Students should complete this survey of work values and select up to nine of the most important values.

      1. When students have chosen nine values, they should be recorded on CDM-10 in the first column, A. (Put up transparency showing Decision-Making Chart.)

2. Next, students should rank these values from the highest to the lowest by numbering from nine (the highest) to one (the lowest). Place these numbers in the column marked B.
3. Students should now take the three occupations that they researched using MOIS and place the titles in the space directly above the headings "1st choice", "2nd choice", and "3rd choice".

B. Each student should compare their occupational choices, as listed at the top of the Decision-Making Chart, with the Value Statements in column A.

1. Using the Value-Rating Scale at the top of the Decision-Making Chart, students should compare the value in column B with their 1st choice of occupations.
   a. If the choice meets the value all of the time, the student should record a 5 in Column C.
   b. If the choice does not meet the value, the student should record a 1.
   c. If the choice lies somewhere between, they should record a 2, 3, or 4.
2. The same procedure should be used for the 2nd choice and the 3rd choice.

C. When the ratings have been given to all three choices, students will have to multiply the number in columns C, E, and G by the number in column B. (Using the transparency, show how this would be done.)

1. First, multiply the numbers in column B by those numbers in column C and record the total in column D.
2. When column C is complete, column E should be done. Following that, students should do column G.
3. Add the points in column D, F, H and record the totals in the squares marked Score Total.
4. The highest score total should be for the occupational choice that best represents your values.
5. The final step will be to record in the first blank the occupational choice which received the highest total.
6. The other choices should go in the remaining two blanks at the bottom of the page.

D. You should summarize by saying to the students that . . .

1. "You have reviewed your interests and abilities. You have researched several occupations that are related to your interests, abilities, and goals. You have practiced a process for making decisions."
2. "You will soon be asked to select courses for the rest of your time in high school. The courses that you choose should be those that best prepare you for your career choice. It is now time to use what you have learned in this unit to make that choice.

Career Decision - Making

Name _____

Subject _____

Teacher _____

Science Teacher _____
First Last

Hour _____

EXPLORATION

CHARTING YOUR COURSE

Goal: Introduce Student Planning Goals and develop a list of resource people.

VALUES CLARIFICATION

Goal: Examine and identify some personal values.

ASSESSMENT

Goal: Evaluate academic strengths and weaknesses

LIFE ROLES

Goal: Recognize the roles (family member, citizen, worker, and user of leisure time).

CAREER AWARENESS

Goal: Know how and where to find occupational information.

NARROWING

CAREER DECISION-MAKING

Goal: Learn a system for making decisions.

PLANNING

COURSE SELECTION

Goal: Complete a high school course selection plan

MAKING GOOD DECISIONS

One thing is obvious when you are learning to make good decisions: If you want to make decisions that result in outcomes you prefer, it is essential that you know what you want: your strengths, weaknesses, and interests.

In this unit you will review your abilities, interests, and values and then research occupations that seem to match. Finally, you will use a decision-making process to select the occupational cluster that best suits you.

CAREER DECISION-MAKING

PRE-TEST

1. List the occupation that best matches your abilities, interests, and educational goals.

_____

2. Within which career cluster does this occupation belong?

_____

a. Administrative and Managerial Occupations
b. Engineers, Surveyors, and Architects
c. Natural Scientists and Mathematicians
d. Social Scientists, Social Workers, Religious Workers, and Lawyers
e. Teachers, Librarians, and Counselors
f. Health Diagnosing and Treating Practitioners
g. Registered Nurses, Pharmacists, Dietitians, Therapists, and Physical Assistants
h. Health Technologists and Technicians
i. Writers, Artists, and Entertainers
j. Technologists and Technicians, except Health
k. Marketing and Sales Occupations
l. Administrative Support Occupations, Including Clerical
m. Service Occupations
n. Agricultural and Forestry Occupations
o. Mechanics and Repairers
p. Construction and Extractive Occupations
q. Production Occupations
r. Transportation and Material Moving Occupations
s. Helpers, Handlers, Equipment Cleaners, and Laborers

TEMPERAMENT SURVEY

This chart describes different temperament types. In the left-hand column you can rate what you think your ability is by circling one of the numbers from 1 (low) to 5 (high). In the right-hand column you can rate the level of your interest in each type of activity in the same way. To find your total ability and interest for each temperament, add the score together for each.

Directing:
I like planning and organizing work for other people. I enjoy supervising people and activities.

My Ability Is: 1 2 3 4 5 My Interest Is: 1 2 3 4 5 TOTAL____

Interactions:
I like talking to and being with people. I would enjoy working with others and helping them with their problems. I would choose the kind of job that would let me attend meetings and work with other people.

My Ability Is: 1 2 3 4 5 My Interest Is: 1 2 3 4 5 TOTAL____

Accuracy and Repetition:
I am orderly and do tasks in a precise, accurate manner. I like to be organized and enjoy detail work. I deliberately plan to be productive in my work.

My Ability Is: 1 2 3 4 5 My Interest Is: 1 2 3 4 5 TOTAL____

Persuasive:
I enjoy competition and the rewards of leading others. I value the opportunity to influence other people and receive rewards such as money or public recognition.

My Ability Is: 1 2 3 4 5 My Interest Is: 1 2 3 4 5 TOTAL____

Stress:
I enjoy pressure situations where I have to think fast or meet a deadline. I like taking risks.

My Ability Is: 1 2 3 4 5 My Interest Is: 1 2 3 4 5 TOTAL____

Evaluation and Logic:
I enjoy reading books and magazines about science and behavior. I find that I enjoy working in a lab or library on projects that allow me to find answers to unanswered questions. I enjoy solving number problems and games that make me think and concentrate.

My Ability Is: 1 2 3 4 5 My Interest Is: 1 2 3 4 5 TOTAL____

Creative:
I like to read and/or write stories. I enjoy listening to or playing in musical groups. I like doing some of the following: photography, drawing, painting, designing.

My Ability Is: 1 2 3 4 5 My Interest Is: 1 2 3 4 5 TOTAL____

WHEN YOU HAVE FINISHED, LIST TEMPERAMENTS IN WHICH YOU SCORED HIGHEST.

_____

_____

DATA-PEOPLE-THINGS

There are many different ways to classify activities that interest people. One way this can be done is by dividing our interests into three general categories: data, people, and things. Read both the key words and definitions of the activities in each section. Check those activities that interest you.

DEFINITIONS	KEY WORDS	
Data		
1. Determine facts and bring information together to develop new knowledge.	Combining or synthesizing	____
2. Arrange and organize the time, place, and order of an activity.	Arranging or coordinating	____
3. Evaluate and analyze information to figure out a course of action.	Figuring out or analyzing	____
4. Gather and sort information about people, numbers, and things	Gathering or compiling	____
5. Use mathematics to solve problems involving numbers and quantities	Computing	____
6. Use information to identify similarities or differences	Comparing	____
People		
1. Help people understand their values, clarify their goals, make decisions, and solve problems	Counseling or negotiating	____
2. Help people gain skills and knowledge	Teaching or instructing	____
3. Motivate others, administer and oversee their work	Leading or supervising	____
4. Amuse or entertain others	Performing or entertaining	____
5. Get others to do something or buy something	Convincing or persuading	____
6. Work for, or help others	Serving	____
Things		
1. Install, adjust, or repair machines	Installation and maintenance	____
2. Work with machines that need very exact, careful operation	Precision work	
3. Start, stop, control, or adjust the operation of stationary equipment and machinery involving use of gauges, valves, dials, switches, etc.	Control and operater	____
4. Use hands or tools to work, move, guide or place objects	Drive and operate	____
5. Use your hands and tools to guide, move, pack, or load things	Handling	____

In which of the three categories are you most interested? Then, list your second and third choices.

1)_____ 2)_____ 3)_____

This worksheet will help you record the main points from the 14 pages of job information on the MOIS microfiche card.

OCCUPATION INVESTIGATION

Title of the occupation (job name): _____

Pg. 2 NATURE OF THE OCCUPATION (What do people in this job do?):

_____

Pg. 4 List at least three WORKING CONDITIONS found in this occupation.

_____

_____

_____

Pg. 5 List at least five WORKER REQUIREMENTS (things you must be able to do, and/or like to do in order to perform well and enjoy the occupation).

_____

_____

_____

_____

_____

Pg. 6 The salary range for this job is $_____ to $_____ (yearly, monthly, weekly, hourly)

Pg. 8 Circle the EMPLOYMENT OUTLOOK for this occupation.
1) faster than average growth 2) average growth 3) slower than average declining growth

Pg. 10 Of the starred level(s) of EDUCATIONAL TRAINING needed for this occupation, which level would you choose?

_____

Pg. 11 List all high school subjects that are helpful in preparing for this occupation.

_____ _____

_____ _____

_____ _____

_____ _____

WORK VALUES SURVEY

Ideas about the characteristics of a desirable work place vary greatly. What are your work values? The following inventory consists of 24 items. For each item, check the space which best describes your own work values.

Work Values	Very Important	Moderately Important	Not Important
Self-employment	____	____	____
Well-defined duties and responsibilities	____	____	____
Work with other people	____	____	____
High level of responsibility, make key decisions	____	____	____
Unstructured work; room for creativity and initiative	____	____	____
Guaranteed regular work hours	____	____	____
Variety of duties	____	____	____
Cleanliness	____	____	____
Wearing uniforms	____	____	____
Competition	____	____	____
Possible overtime	____	____	____
Slow pace, low pressure	____	____	____
Adventure and risk	____	____	____
Public appearances	____	____	____
Salary	____	____	____
Problem-solving	____	____	____
Sales and promotion	____	____	____
Planning and organizing work for others	____	____	____
Work with animals and/or the environment	____	____	____
Researching	____	____	____
High prestige, status	____	____	____
Opportunities for advancement	____	____	____
Frequent travel	____	____	____
Willing to relocate anywhere	____	____	____

DECISION MAKING CHART

Adapted from the Career Achievement Skills Training Program developed by the Pontiac Public Schools personnel, 1973.

Value-Rating Scale

4 = Yes, meets my value
3 = Yes, meets my value most of the time
2 = No, does not meet my value most of the time
1 = No, does not meet my value
0 = I am not sure if it meets my value

			1st choice		2nd choice		3rd choice	
	A	B	C	D	E	F	G	H
	Values Statements	Weight	No.	Score	No.	Score	No.	Score
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								

Score Total _____ Score Total _____ Score Total _____

_____ is better for me than _____ or _____

because it comes closer to meeting all my values.

CDM-10

A SCHOOL DISTRICT EXAMPLE OF A CAREER DEVELOPMENT APPROACH

A detailed approach to career development is available to students in the East Grand Rapids School District (high school population approximately 800 students, grades nine through twelve).

East Grand Rapids High School implements MOIS within a four-year plan--one type of Employability Development Plan (EDP). The plan contains blanks for four years of high school. Space is provided for the student's vocational goals. It is recommended that the student record on the form three possible career goals in which he/she is presently interested in addition to the primary vocational goal. Should the student change his/her mind about pursuing the primary vocational goal, he/she has ideas for alternatives. See page 71 for the Four-Year Educational Plan which is completed during the eighth grade.

During ninth, tenth, and eleventh grade counseling sessions, counselors are encouraged to demonstrate the MOIS Structured Search to the students in individual or group sessions. Students are encouraged to research jobs from the MOIS system during each year of high school as interests change. It is recommended that the selection of a career be based upon a student's interests and aptitudes.

As a contrast to East Grand Rapid's four-year plan explained above, Oakland County has devised an employability development plan whereby results from the MOIS Structured Search--the (MOIS Career Preferences), aptitude test scores, course work, and volunteer/work/co-op experience can all be indicated on one form (see page 72). The Oakland example is presented to give school districts ideas on alternative Employability Development Plans.

The East Grand Rapids High School plan begins when the counselor visits with all eighth grade students and their parents to schedule high school courses and fill out the four-year plan. Sessions are scheduled at half-hour intervals. The counselor schedules appointments during February and March for five weeks, either during the day or in the evening.

During the fall of the ninth grade, students begin discussing careers with their counselor. After receiving their first report card evaluations in ninth grade, students begin discussing careers with their counselors in light of each student's grades, four-year plan, values, and goals. Through English classes they learn library skills and either learn how to use MOIS or reinforce their knowledge of the system. In the high school, MOIS is available on both microfiche and computer.

In the tenth grade, counselors again meet with their counselees for course planning. Group encounters are scheduled for course changes, career planning, and invitations to the

Career Resource Room. The Michigan Educational Assessment Program (MEAP) test is administered.

A formalized process begins during the eleventh grade. In the fall, counselors administer the Strong-Campbell Interest Inventory. In December, juniors participate in an initial one-hour conference with their counselor and parent. During the months of January and February, students are scheduled for a follow-up conference.

The counselor spends approximately three months scheduling and counseling all caseload counselees for individual Junior/Parent Conferences. Students and parents are scheduled for these career planning conferences. Counselors feel it is important to include parents since plans for the future are "firming up"; parents are encouraged to research career information with their son or daughter. At this time, students also register for senior-year classes. Students must complete the "Vocational Plans Blank" (page 73) and the "Self-Audit" (page 76) prior to the initial Junior Conference. Students are not given the results of their Strong-Campbell Interest Inventory until they have completed their "Self-Audit".

During the initial one-hour conference, the counselor interprets the student's high school record, the Strong-Campbell Interest Inventory, and the student's Self-Audit. The student receives a copy of the course work transcript.

The counselor asks the students to: choose three careers from the results of their Strong-Campbell Interest Inventory and Self-Audit; visit the library and Media Center; and research five hours worth of material for the three careers. It is highly recommended that students research and retrieve information about these three careers from the Michigan Occupational Information System. Students can find such information as the Dictionary of Occupational Titles code which matches that particular occupation, the "nature" of the occupation (a general description of the job, duties performed, tools and equipment, materials handled, or products made), working conditions and worker requirements, earnings and advancements, employment and outlook, related education and training, and sources of additional information. Moreover, students can find occupations which relate to school subjects in which they are enrolled. Students can retrieve postsecondary program information (college majors) which prepare students for occupations, as well as post-secondary school and financial aid information. Additionally, students can access Michigan apprenticeship descriptions, Michigan vocational education programs (the area vocational education centers' two or two-and-one-half hour block programs), military training opportunities, and adult education opportunities.

Students may also be given at this time the activity entitled "Saleable Skills Assessment", page 79. This activity should give students ideas on how to answer an employer's

interview question regarding what skills he/she possesses. It is particularly important that juniors are aware of their skills so that these skills can be matched to appropriate careers. During the eleventh grade, many students are placed in a co-op job which mirrors the student's job choice.

The following excerpt is placed in the East Grand Rapids High School Guidance Department's Junior/Senior Handbook to remind students of forthcoming activities and deadlines for which they are responsible. In this example, students are reminded to explore careers. School districts using such handbooks may desire to include similar career information.

> NOVEMBER-DECEMBER
>
> Investigate career options. The Career Resource Center in the library is filled with information. It is equipped with a computer terminal and several systems of data designed to enable students to do career searches relating to independent strengths, weaknesses, and interests. This system is also available in the Guidance Office. Librarians are trained and willing to assist students with career searches.

A follow-up conference is scheduled five weeks subsequent to the initial meeting. The eleventh grade students return to the follow-up conference and discuss, in more concrete terms, their career goals.

Evelyn Yeagle, East Grand Rapids High School Director of Guidance and Junior/Senior Counselor, indicated that she emphasizes to the students "whatever career goal they choose, they must have the ability to change, given the changing nature of society."

Seniors meet with their counselors in May. The following questions are posed to the students:

1. What will happen to you now that you are leaving high school and all the decisions are yours?
2. How will you react when you must make a decision when you are not sure of the outcome?
3. Within the next five years what kind of person do you want to be? What do you want to pursue?

Yeagle indicates that she tells her students the reason some students are afraid of what follows high school is that they lack a sense of direction--they have no defined career goals. She reminds her seniors to review their Self-Audits since the instrument contains strategies for self identity.

Even though students chart their careers by recording all the elements of a career plan such as career goal/goals, course work, interests, and aptitude results, constant follow through with the student is necessary. A deliberate plan, Grades K-12, which includes the courses and activities--and teachers/counselors who are responsible for career exploration--is needed by every school district to help students proceed through the steps necessary to reach the career goal. A smooth transition from elementary to middle school and from middle school to high school is imperative. Communication and interaction must begin among staff members within various educational levels.

As noted above, the East Grand Rapid's High School employability development planning process begins in the eighth grade. Certain elements of any District's Career Education Development Plan may be infused within the existing curriculum. One example of infusion is Pontiac Northern High School where the Career Awareness and Career Decision Making units, requiring the use of MOIS, are completed in ninth and tenth grade social studies classes. Key personnel are identified and oriented, and activities are developed and used by those counselors and teachers who are assigned the responsibility for teaching that segment of the plan. Examples of activities can be found in Pontiac Northern, East Grand Rapids, and Oakland County materials.

Finally, co-op and work experience programs as well as job shadowing opportunities must be provided to afford the student the opportunity to "practice" what is learned in the classroom. These experiential programs could occur subsequent to the completion of the Employability Development Plan, the student's Self-Audit, the Vocational Plans Blank, the Saleable Skills Assessment, and the Employability Skills Assessment.

Students are eligible for co-op if they are enrolled in a vocational education two or two-and-one-half hour block program, or a one-hour "related" class. Students are usually eligible if they are enrolled in a vocational education class which relates to the job for which they apply.

It is recommended that vocational education teachers who teach employability skills access the MOIS system for up-to-date information on the careers within the specialty field they are teaching. Teachers should administer the MOIS Structured Search instrument to ensure that the student is researching career information of interest to him/her. An Employability Skills Assessment form which can be used by all teachers--especially by vocational education, social studies, and English teachers is enclosed on page 83.

Approved vocational education programs definitions for co-op and work study programs appear on page 86. It is highly recommended that counselors encourage students to seek work experience which is congruent with their interests, aptitudes, and researched

occupational goal. Definitions originated from the Vocational Cooperative Education Handbook, Michigan Department of Education, Vocational-Technical Education Service.

For further information on Cooperative Education program guidelines, contact Dr. Carl Woloszyk, Department of Education, Vocational-Technical Education Service, Box 30009, Lansing, Michigan 48909.

On page 84 is a Senior/Counselor Interview form used in Oakland County which can be employed during the senior's first semester as a final checklist. The interview includes a final review of the EDP process for seniors.

The Job Shadow Fact Sheet used by the Saginaw School District appears on page 85. This form can be adapted and used by statewide school districts. In addition, the following job shadow forms may be secured upon written request to Robert Witchger, Saginaw Public Schools, Career Planning and Placement Office, 2200 Weiss Street, Saginaw, Michigan 48602 (517-776-0441/776-0646): Additional Information for the Job Shadow Experience, Recommendations to the Employer, Student Questions for the Employer or Employee Interviewee, Student Experience Survey and Evaluation.

JUNIOR/SENIOR HIGH SCHOOL STUDENT HANDBOOK IDEAS FOR CAREER AWARENESS

East Grand Rapids includes in its Junior/Senior Handbook the following sections: Index and Introductions, Junior/Senior Calendar, Tests, CAREER PLANNING, ALTERNATIVE CAREER OPTIONS, College Selection Process, College Applications, Military Academies/ ROTC, Job Application/Resume, Campus Visits and Financial Aid. To assist school districts with the development of Junior/Senior High School Handbooks which include sections on career awareness, exploration, planning, and decision making, the following ideas are offered. These sections are adapted from the East Grand Rapids High School, Guidance Department's Junior/Senior Handbook:

I. CAREER PLANNING

Each person's future plan must fit him or her personally, requiring a keen awareness of what one feels to be important.

The process of choosing a career--planning and looking ahead--requires understanding. Understanding requires knowledge, and knowledge must be sought. The East Grand Rapids Junior/Senior handbook is designed to help make decisions. Some of the guidelines may appear obvious, but often they are overlooked.

What is "success"? It would be interesting for you to write down: "My ideas of a successful person". This process would be the first and most essential step in intelligent life planning as you define your goals. Interestingly enough, if others do the same, you will find that your definition may differ from the definitions of your friends and associates. That is what makes the business of planning so challenging. You are tailoring a plan to fit <u>you</u>, to fit <u>your</u> ideas.

<u>Basic Essentials To Sound Planning</u>

A. Avoid the following pitfalls:

1. <u>Over-playing a single aspect</u>: The common inclination is to focus on only one part of a job.
2. <u>Hunch-playing</u>: Fact-finding is too much trouble.
3. <u>Confusing interest with ability</u>: Assume that, because one has a special liking for an activity, he/she also has special ability.
4. <u>The "white-collar" illusion</u>: A generally held misconception is that some occupations are more respectable than others.
5. <u>The urging of friends and parents without substantial reasons</u>: You can think for yourself.
6. <u>"If it pays well"</u>: Too often this is the only reason for a career choice.

7. Personal admiration: Aspire to be like someone else without skillful analysis of yourself.
8. The closed mind: A fixation from early childhood may prevent intelligent planning.

B. Analyze a Career:
   1. Secure facts about a vocation before adopting or discarding it.
   2. Seek a broad view of occupational opportunities.

C. Analyze yourself:
   1. Consciously accept the fact that everyone has liabilities as well as assets.
   2. Plan to make the most of your assets and avoid situations where your liabilities will work to your disadvantage.
   3. Examine yourself: First, ask yourself the questions below. Next, ask your librarian, counselor, or teacher to administer the MOIS Structured Search Interest Inventory. The Structured Search will generate a list of jobs which match your interest choices.

Physical -	Do I have the necessary qualities in terms of size, physical stamina, etc? Do I want to work with light, medium, or heavy objects? Are there occupations I would not be interested in due to requirements of climbing or balancing; handling, reaching, or touching; kneeling, stooping, crouching, or crawling; seeing; talking or hearing.
Social -	Do I have the skills for dealing with people that the occupation requires?
Personal -	Do I have the necessary or desirable traits in sufficient degree? If not, can I acquire them? How? Can I eliminate my liability traits? How? What are my temperaments? Do I enjoy: accuracy, creativity, directing, evaluation, interaction, logic, persuasion, repetition, stress, and/or variety?
Educational -	Do I have the necessary education? If not, how long will it take to get it? How do I select the right career given my level of education? (HINT: Using a MOIS microcomputer or computer terminal, if you type in

the level of education you plan to have, the computer will provide a list of jobs which require that level of education.)

Financial - Do I have the money necessary for continuing my education? If not, where can I get it? (HINT: Refer to page 43 of the 1985 Microfiche/Computer Index.)

Interests - Do I want to work with Data, People, or Things?

Areas of Work - Which career group do I want to pursue: Business and Clerical, Human Relations and Humanities; Medical and Related Services; Personal and Protective Services; Science, Mathematics, and Engineering; Trades and Industry?

Working Conditions - Do I want to work inside, outside, or both inside and outside (50% of the time inside and 50% of the time outside)?

II. STUDENT CAREER OPTIONS

Whether you are seeking college or a working career after graduation, the following information should be helpful to you.

A. Beginning The Search:

Visit the career resource center and the guidance office and discover the opportunities available to you. You can find information in the Michigan Occupational Information System about occupations that require:

1. Less than a high school diploma.
2. Training provided by the employer other than apprenticeship.
3. A high school diploma or equivalent.
4. A high school diploma with specific vocational classes.
5. A certificate (program of up to one year of study beyond high school).
6. An associate degree (two years of study beyond high school).
7. An apprenticeship (three to four years of training beyond high school).
8. A bachelor's degree (four years of study beyond high school).
9. A master's degree (five to six years of study beyond high school).
10. A professional degree or a doctorate (seven to ten years of study beyond high school).

B. Take advantage of the **Michigan Occupational Information System (MOIS)** Education and Training Data which discusses:

1. Occupations in Michigan including nature of the occupation, working conditions, worker requirements, earnings and advancement, employment and outlook, education and training, and sources of more information
2. Information about jobs that relate to your school subject strength

   For example, if you like English and receive high grades, you might want to pursue an occupation relating to English. These occupations are listed in the School Subject File.

3. Postsecondary programs and college majors related to occupations in Michigan
4. The 56 apprenticeship programs in Michigan
5. Military training information on 144 occupations for which military training may be helpful
6. Michigan's community colleges, colleges and universities, and private vocational schools

   Information includes admission requirements, housing, costs and programs offered. Students can locate information on college financial aid: the college's financial aid contact person and phone number, suggested date to apply for financial aid, method of receiving materials, and financial statements preferred.

7. The 54 vocational education programs offered by the 51 Secondary Area Vocational Education Centers:

   These programs are the two or two-and-one-half hour vocational classes.

8. Adult education opportunities such as general education development tests (GED), Adult Basic Education, and adult high school completion programs

C. You need to take stock of yourself to determine your natural abilities, acquired skills, knowledge, and interests. Remember a career is a way of life, and it is important that you seek out occupational options you like.

In summary, these ideas for a Junior/Senior Handbook are presented to help school districts promote their career exploration resources. Once aware of where the resources are, students can begin to independently help themselves to make intelligent and deliberate decisions.

D. Some Possible Career Options Not Requiring 4-years of College:

When you type in your preferences from your MOIS Structured Search Worksheet onto your microcomputer or computer terminal keyboard, your results will indicate careers which match your interest--those requiring or those not requiring a four-year degree. A couple examples of programs not requiring four years of college are:

1. Diploma Programs--some programs are offered at hospitals' schools of nursing. These programs prepare students for a RN License. Examples are Blodgett School of Nursing, Butterworth Hospital, and Mercy School of Nursing, all in Grand Rapids.
2. Practical Nursing Programs--These programs prepare students for a LPN License. Training could be taken at Grand Rapids Junior College. For details on programs offered at Grand Rapids Junior College, either type in School #7 on your MOIS computer terminal or look up fiche card #72 (see p. 45 of 1985 Index Book).

Other Allied Health Programs include preparation for such occupations as:

Dental Assistant - MOIS #165
Dental Lab Technician - MOIS #167
Emergency Medical Technician - MOIS #170
Medical Assistant - MOIS #378
Nuclear Medicine Technician - MOIS #306
Occupational Therapy Assistant - MOIS #175
Radiologic Technician - MOIS #179

E. Military Career Alternatives:

For Military Training Opportunities listed by branch of military service, military job title, and rating see pp. 39 and 40 of your 1985 MOIS Microfiche/Computer Index. Remember, MOIS contains information on 144 Military Training Opportunities.

Work Placement:

The Guidance Office has access to a current Kent County computerized job listing. It lists part-time and full-time jobs as well as apprenticeships.

The Classified section of the newspapers may be helpful. Check with the Michigan Employment Office. You can also check with friends and relatives about openings where they work. Most large businesses and government offices maintain regular employment offices and welcome applicants. For an appointment, call these businesses and government offices to find out when and where to apply.

FOUR-YEAR EDUCATIONAL PLAN

(TO BE COMPLETED IN THE EIGHTH GRADE)

Pupil _____ Primary Vocational Goal _____

Class/Grade _____ Date _____

Three Careers identified from the Michigan Occupational Information System (MOIS) as researched in eighth grade career exploration course: 1. _____

2. _____ 3. _____

First Year

Subject	FIRST SEMESTER	Units
1.		
2.		
3.		
4.		
5.		

SECOND SEMESTER

1.		
2.		
3.		
4.		
5.		

Second Year

Subject	FIRST SEMESTER	Units
1.		
2.		
3.		
4.		
5.		

SECOND SEMESTER

1.		
2.		
3.		
4.		
5.		

Third Year

Subject	FIRST SEMESTER	Units
1.		
2.		
3.		
4.		
5.		

SECOND SEMESTER

1.		
2.		
3.		
4.		
5.		

Fourth Year

Subject	FIRST SEMESTER	Units
1.		
2.		
3.		
4.		
5.		

SECOND SEMESTER

1.		
2.		
3.		
4.		
5.		

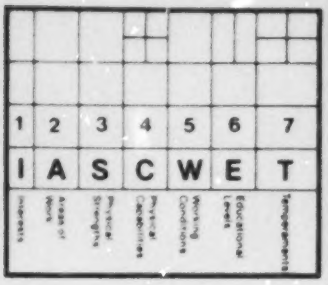
COMMENTS:

Adapted from East Grand Rapids High School.

EMPLOYABILITY DEVELOPMENT PLAN PROFILE

Name_____ SS#_____ Birth Date_____

Grade_____ Date_____

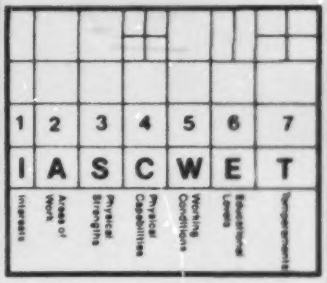


MOIS CAREER PREFERENCES

1. _____

2. _____

Grade_____ Date_____

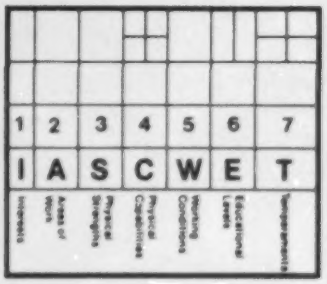


MOIS CAREER PREFERENCES

1. _____

2. _____

Grade_____ Date_____

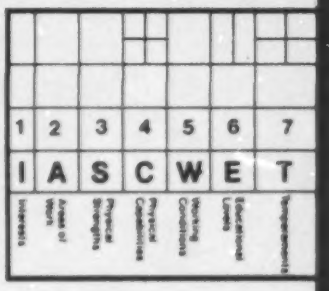


MOIS CAREER PREFERENCES

1. _____

2. _____

Grade_____ Date_____



MOIS CAREER PREFERENCES

1. _____

2. _____

DIFFERENTIAL APTITUDE TESTS

	Verbal Reasoning	Numerical Ability	VR + NA	Abstract Reasoning	Clerical Sp & Acc	Mechanical Reasoning	Space Relations	Spelling	Language Usage
Raw Score									
Percentile									

ADDITIONAL SURVEY/TEST INFORMATION

_____

_____

_____

STUDENT'S CAREER CHOICE

_____

COUNSELOR RECOMMENDATION
to achieve career choice.

1. COURSES

Math	_____	_____
Science	_____	_____
English	_____	_____
Soc. St.	_____	_____
Elect.	_____	_____
	_____	_____
	_____	_____

2. WORK/VOLUNTEER EXPERIENCE

_____

_____

3. COMMENTS

_____

_____

. . . . . .

_____

Counselor Signature Date

_____

Student Signature

STUDENT'S CAREER CHOICE

_____

COUNSELOR RECOMMENDATION
to achieve career choice.

1. COURSES

Math	_____	_____
Science	_____	_____
English	_____	_____
Soc. St.	_____	_____
Elect.	_____	_____
	_____	_____
	_____	_____

2. WORK/VOLUNTEER EXPERIENCE

_____

_____

3. COMMENTS

_____

_____

. . . . . .

_____

Counselor Signature Date

_____

Student Signature

STUDENT'S CAREER CHOICE

_____

COUNSELOR RECOMMENDATION
to achieve career choice.

1. COURSES

Math	_____	_____
Science	_____	_____
English	_____	_____
Soc. St.	_____	_____
Elect.	_____	_____
	_____	_____
	_____	_____

2. WORK/VOLUNTEER EXPERIENCE

_____

_____

3. COMMENTS

_____

_____

. . . . . .

_____

Counselor Signature Date

_____

Student Signature

STUDENT'S CAREER CHOICE

_____

COUNSELOR RECOMMENDATION
to achieve career choice.

1. COURSES

Math	_____	_____
Science	_____	_____
English	_____	_____
Soc. St.	_____	_____
Elect.	_____	_____
	_____	_____
	_____	_____

2. WORK/VOLUNTEER EXPERIENCE

_____

_____

3. COMMENTS

_____

_____

. . . . . .

_____

Counselor Signature Date

_____

Student Signature

*Oakland Schools

BEST COPY AVAILABLE

VOCATIONAL PLANS BLANK

TO BE COMPLETED IN THE ELEVENTH GRADE

1. What school subjects have you liked best? Turn to page 33 of your Michigan Occupational Information System (MOIS) 1985 Microfiche/Computer Index for a comprehensive list of school subjects. Write in the following blanks your favorite subjects.

   School Subject:_____ Subject Number:_____

   School Subject:_____ Subject Number:_____

   School Subject:_____ Subject Number:_____

2. Go to either your MOIS microfiche deck or your MOIS computer terminal and look up your favorite school subject to find what occupations correspond to those subjects. Write below the occupations from that list that sound interesting to you--an occupation you might want to pursue after you graduate.

   Subject_____ Subject_____

   Occupation_____ Occupation_____

   Subject_____ Subject_____

   Occupation_____ Occupation_____

3. In which school subjects have you excelled? Again, review page 33 of your 1985 Microfiche/Computer Index.

   School Subject:_____ Subject Number:_____

   School Subject:_____ Subject Number:_____

   School Subject:_____ Subject Number:_____

4. Go to either your MOIS microfiche deck or your MOIS computer terminal and look up those subjects in which you have done well and find the occupations corresponding to those subjects. Write below those occupations you could pursue after considering your course strengths.

   Subject_____ Subject_____

   Occupation_____ Occupation_____

   Subject_____ Subject_____

   Occupation_____ Occupation_____

5. What school subjects have you liked least? Take note of the jobs corresponding to these subjects in the MOIS School Subject Index. Remember, you want to build on your strengths.

6. Now that you have had a chance to explore those occupations you like and those in which you excel, what are three careers you want to research as possible career goals?

Occupation	Fiche Number OR MOIS Number	

7. What are your hobbies or interests? _____

_____

8. Do you plan to go to college _____ When?_____
yes/no

9. Do you have particular colleges in mind at this time? If so, list them: Turn to the MOIS Postsecondary School and Financial Aid Index on page 43. Find the following information for two colleges you are considering:

General Information
School address
Type of school and school year
Degrees offered
School population composition
Campus tour contact phone number
Special programs or admittance
  Contact person/phone number
Physically handicapped students
  Contact person/phone number

Admission Requirements
  Entrance exams
  Freshman/transfer student academic record
  Key deadlines
  Contact person/phone number

Housing Information
Availability by type of housing
Contact person/phone number
Special rules for freshmen

Tuition and Fee Costs
  Estimated yearly costs
  Availability of deferred payment
  Reduced rates for senior citizens
  Required deposits

Programs Offered
  MOIS Program number and title

Private vocational school information consists of:

General information
  School address/phone number
  Resident or correspondence
  National accreditation
  Class starting schedule
  Placement assistance

Estimated program cost and length

Admission requirements

Programs offered
  MOIS Program number and title

MOIS POSTSECONDARY FINANCIAL AID INFORMATION

This File provides information on financial aid available to postsecondary students in Michigan. Financial aid information is presented in the following 2 parts:

General Information School Information
  Essential steps for the student
  MOIS school number, name, address
  Kinds of financial aid
  Contact person/phone number
  Available financial aid programs
  Suggested date to apply for financial aid
  Applying for financial aid
  The financial statement
  Method of receiving materials
  Eligibility for programs
  Financial statements preferred
  Student rights & reponsibilities
  Checklist 1984-85
  Sources of more information

10. Are you interested in scholarships not based on need? _____
Are you interested in applying for financial assistance through the college, not based on family need or income? _____

11. What musical instruments do you play? _____

12. What special recognition, such as honors, prizes, scholarships, literary awards or publications, have you received in or out of school? _____

13. List your high school activities (clubs, sports, offices you have held, etc.). If you participated in sports, please list positions played, weight wrestled, etc.
Freshman Year _____

Sophomore Year _____

Junior Year _____

Senior Year _____

14. List activities in which you have taken part (or are taking part in) outside of school, such as church work, travel, independent study, or investigation.

15. References: Name three or four of your high school teachers who know you best.

16. Indicate your work experience. List your most recent or present job first.

Employer	Kind of Work	Dates Work Began/Ended

17. Add any additional information here.

*Adapted from East Grand Rapids High School

Name _____

STUDENT SELF-AUDIT

TO BE COMPLETED IN THE ELEVENTH GRADE

STUDENT-SELF AUDIT PLANNING GUIDE

Before getting into your car, you usually have some notion of where you are going. You are mentally equipped with some sort of "road map" or plans.

Before selecting a job or a college or university, you need also have some idea of what it is that you want college to do for you. In order to develop some sort of plan or road map, you will need to have an understanding of yourself and your own needs.

The following questions are designed to help you develop a plan:

1. Describe yourself as a person. How do you perceive yourself--your strengths, your weaknesses? Personality--are you a leader; are you quiet; are you active?

2. Looking back over the last three years, what are some of the things you needed in your educational environment to improve or to develop youself as a student?

3. Do you enjoy school? Are you ready to discipline yourself for an additional study routine and hard work in college? For two years? For four years?
   Yes _____ Explain:
   No _____
   If no, explain what you plan to do after high school graduation.

   What jobs have you researched from the Michigan Occupational Information System (MOIS) that you will consider?
   Title_____ **Computer Number or Fiche Location** _____
   Title_____ **Computer Number or Fiche Location** _____
   Title_____ **Computer Number or Fiche Location** _____

4. How much time do you spend studying after school hours?

   Do you study on weekends?

5. What do you truly enjoy doing?

6. What do you do other than go to class or school?

7. Given the opportunity, what are three things you would like to do for a lifetime career? (No restrictions at this time in your life.)

8. What do you dislike? What "bugs" you?

9. In which school subjects do you do best?

10. In which school subjects do you have difficulty?

11. How easy is it for you to seek help from teachers or friends when needed?

12. How do you feel about competition?

13. What type of students/people are most enjoyable or appealing to you?

14. If you plan to attend college, will the cost of college be an important part of your decision to attend or not to attend? (Consult your parents before answering this question.)

The following checklist may help you assess some factors in choosing a college.

a. Location
_____ Live at home
_____ Live away from home but stay in Michigan
_____ Live away from home in another state

From the following list, select <u>three</u> areas where you would like to live and attend college:

Midwest_____ **Southeast**_____ **East**_____
Southwest_____ **West**_____ **South**_____

b. Type of Institution
_____Two-year college _____Men & Women (Co-ed)
_____Four-year college _____Men only
_____Public _____Women only
_____Private _____Religious affiliation

c. Size
_____Below 2,000 _____5,000 - 10,000
_____2,000 _____Over 10,000

d. Environment
_____Metropolitan area _____Small town
_____Large city _____Rural area
_____Small city

e. Athletics

Intramural	Varsity		Intramural	Varsity	
_____	_____	Baseball	_____	_____	Volleyball
_____	_____	Basketball	_____	_____	Hockey
_____	_____	Bowling	_____	_____	Rugby
_____	_____	Cross-Country	_____	_____	Sailing
_____	_____	Fencing	_____	_____	Skiing
_____	_____	Field Hockey	_____	_____	Soccer
_____	_____	Football	_____	_____	Softball
_____	_____	Golf	_____	_____	Squash
_____	_____	Gymnastics	_____	_____	Swimming/Diving
_____	_____	Handball	_____	_____	Tennis
_____	_____	Rowing (crew)	_____	_____	Track & Field
			_____	_____	Wrestling

f. Activities

_____ Student Government
_____ Newspaper
_____ Yearbook
_____ Debate
_____ Radio
_____ Television
_____ Film
_____ Drama
_____ Opera/Music/Theatre
_____ Choral Music
_____ Dance
_____ Symphony Orchestra
_____ Marching Band
_____ Concert Band
_____ Fraternity
_____ Sorority

g. Field of Study

_____ Agriculture
_____ Architecture
_____ Art
_____ Biological Sciences
_____ Business
_____ Communication (Film, TV, Journalism)
_____ Computer Science
_____ Economics
_____ Education
_____ Elementary
_____ Secondary
_____ Special Education
_____ Engineering
_____ English/Literature
_____ Ethnic Studies
_____ Foreign Languages
_____ Geography
_____ Geology
_____ Health & Medical Professions
_____ History & Cultures
_____ Home Economics
_____ Library Science
_____ Mathematics
_____ Military Science
_____ Music
_____ Philosophy & Religion
_____ Physical Sciences
_____ Psychology
_____ Social Sciences
_____ Theatre Arts
_____ Trade/Vocational
_____ Other

Now that you have answered the questions, review your answers. You should have a fairly accurate idea of what you are like and what you need for success on the road after high school.

Make an appointment with your counselor as soon as you complete this self-audit experience.

Adapted from East Grand Rapids High School

SALEABLE SKILLS ASSESSMENT

The Saleable Skills Assessment is a checklist which assists the students in evaluating their career related skills. It is organized by subject matter as well as extracurricular experiences.

The assessment may be repeated numerous times as the student gains additional skills. The most recent skill assessment may assist the student in completing applications or resumes.

This activity can be used in any grade, nine through twelve.

The following is a list of skills you may have acquired in school or outside of school. Look over the list and check the box preceding the skills you feel you have acquired. Place any additional skills on the blank lines provided.

Basic Skills

___ Rapport - getting along well with others: parents, peers, strangers
___ Demonstrating empathy - understanding how someone feels
___ Representing the wishes of others - observing, inspecting, watching other people
___ Flexibility - adapting to change
___ Reading
___ Appraise and assess - determining what you like to do
___ Diagnosing, determining - deciding whether or not your job is done
___ Showing attention to detail - getting the assignment done completely
___ Helping - being of service, helping brothers and sisters
___ Listening - understanding, doing what your parents ask
___ Following directions, instructions, plans
___ Beginning new tasks
___ Memory - retaining dates, telephone numbers, addresses, words
___ Problem solving - answering a friend's questions
___ Systematizing - putting things in order such as thoughts, alphabetizing names
___ Oral communication skills
___ Managing money - dividing your allowance to last a week
___ Organizing - putting things where you can find them when you want them
___ Honesty
___ Patience - waiting your turn
___ Reliability - being somewhere when you said you would be there
___ Leadership
___ Decision making
___ Completing assigned tasks

Language Arts

___ Copying - reproducing reports
___ Editing - as in writing reports and cutting them down
___ Attending to detail - looking for meaning in reports
___ Imaginative - writing stories and poetry
___ Inventing, creating - putting words and feelings in writing
___ Separating important from unimportant - deleting unimportant words and adding words for clarity
___ Teaching/training - presenting in front of groups
___ Foreign language - having been enrolled or presently enrolled in such a class

Fine Arts

___ Being creative - drawing, designing, painting, sculpturing
___ Dealing creatively with spaces, shapes or faces - as in photographing

___ Reading/composing music
___ Playing an instrument, singing
___ Conveying feelings through acting/dancing
___ Teaching or training - using filmstrips, cassettes, puppets
___ Dealing creatively with crafts, jewelry, stained glass

Mathematics

___ Operating - using adding machines, calculators
___ Attention to detail - working with exact numbers
___ Using what others have developed - working with math formulas
___ Recording - entering data
___ Calculating or computing - using arithmetic, adding and subtracting
___ Bookkeeping - keeping checking account correct
___ Keeping financial records - budgeting
___ Rapid computation of numbers - adding in head
___ Measuring quantities - using a ruler
___ Recognizing shapes - identifying triangles, octagons
___ Programming a computer
___ Operating a computer

Home Economics

___ Operating - using sewing machines, mixers, stoves
___ Sewing and embroidering, selecting proper fabric
___ Mending
___ Using what others have developed - following patterns, recipes
___ Inventing new recipes
___ Color coordinating clothes

History/Social Studies

___ Willingness to understand behavior of others
___ Ability to read maps and graphs
___ Understanding democratic process
___ Understanding historical past
___ Non-violent settlement of issue - keeping informed of current affairs
___ Research - gathering information for reports

Business

___ Operating - using typewriter, word processors, microcomputers
___ Copying - reproducing letters and forms skillfully, duplicating
___ Classifying, recording, filing, retrieving, organizing
___ Accounting - keeping accurate ledgers
___ Shorthand/notehand
___ Sales and marketing
___ Taking inventory
___ Answering phones - obtaining correct information

Science (Health Science)

___ Inspecting - studying plants and animals
___ Understanding human anatomy and physiology
___ Diagnosing - determining results of experiment
___ Using scientific equipment - handling microscopes and telescopes
___ Conducting experiments
___ Dissecting
___ Identifying kinds of plants and animals
___ Knowledge of natural phenomena - understanding time, space, and matter

___ C.P.R.
___ Understanding nutrition
___ Understanding substance abuse
___ First aid

Physical Education

___ Being physically active - swimming, exercising
___ Muscular coordination - dancing, gymnastics, skiing
___ Doing outdoor activities - camping, tennis
___ Sharing credit, appreciation, working in teams
___ Strength development
___ Life saving (swimming)

Vocational - Technical

___ Reading gages, meters, blueprints
___ Operating power machinery - using lathe, table saw, welder
___ Operating small power tools - using hand saw. drills
___ Assembling - handling machines
___ Repairing engines
___ Driving vehicles
___ Inventing machines, tools
___ Using the proper tool for the job
___ Trouble shooting - solving problems
___ Planning the job and following through
___ Knowing materials - woods, metals, wires

Paid/Volunteer Work — Concession/Fast Food

___ Helping - giving out prices of things or commodities
___ Listening - receiving complaints or compliments
___ Memory - remembering prices of things and customers' orders
___ Using adding machines, cash registers, calculators
___ Showing attention to detail - making sure orders are correct and tables clean
___ Cleanliness and neatness
___ Cashier - giving change correctly
___ Getting along with fellow workers
___ Taking inventory
___ Rapid computation - ability in doing math in your head

Child Care/Babysitting/Camp Counselor

___ Feeding, tending children - supervising lunch/snack time
___ Motivating others - getting them to do what they're supposed to do
___ Detail - taking and recording temperature (centigrade or fahrenheit)
___ Patience
___ Knowledge of basic first aid
___ Ability to explain - making sure your explanations are clear
___ Imagination - telling stories and planning activities, skits, and games
___ Understanding children's development and behavior
___ Calmness - knowing how to react in an emergency
___ Problem solving - figuring out what has to be done

Clerical Work

___ Operating - using typewriters, ditto machines, copiers, word processors, computers
___ Copying - reproducing letter forms
___ Managing assigned duties
___ Assisting - answering phones, answering questions

___ Memorizing important information - remembering terms, company names, people's names
___ Classifying records, filing, retrieving, organizing, filling out forms
___ Following instructions

Outdoor Work (Farming, Landscaping, Newspaper Delivery)

___ Operating tools - using shovels, hoes, rakes, saws
___ Operating machinery - using tractors, lawn mowers, snow blowers, rototillers
___ Repairing - fixing fences, tools, machines, painting
___ Selling, persuading - promoting yourself as the best person for the job
___ Memory - remembering people, names, time of appointments, addresses, chemicals
___ Flexible - working under various weather conditions
___ Identification - recognizing weeds and crops
___ Mathematical application - understanding bushels, acres, proper change
___ Ability to do strenuous work
___ Organization - using time, tools, and equipment efficiently
___ Courteous and dependable

1. Now review the above topics and note the three sections where you have the most check marks.

2. Write down the titles of the three sections where you see the most check marks:
   1. _____
   2. _____
   3. _____

3. Turn to the 1985 MOIS Microfiche/Computer Index, the MOIS Occupational Groups Index, pp. 29-32.

4. Look at all the clusters on pp. 30-32.

5. Find the three job clusters which correspond to the kind of work you checked off on your "Saleable Skills Assessment." Write them below:
   1. _____
   2. _____
   3. _____

6. Find three jobs from the clusters you chose. Write the titles of those jobs below:

	MOIS Number	Fiche Location
Job #1		
Job #2		
Job #3		

EMPLOYABILITY SKILLS ASSESSMENT

Rate your knowledge or abilities in each of the following areas by circling the appropriate number.

KEY: LOW (1) - Little or no skills in the area; need help
AVERAGE (3) - Some abilities in the area; could use more help
HIGH (5) - Have abilities to use skills effectively

	Low		Avg.		High
1. Realizing the importance of employability skills	1	2	3	4	5
2. Conducting a job search to find where jobs are available	1	2	3	4	5
3. Understanding employment and job related terminology	1	2	3	4	5
4. Writing effective letters of application or cover letters	1	2	3	4	5
5. Writing thank you letters	1	2	3	4	5
6. Writing appropriate resumes/personal data sheets	1	2	3	4	5
7. Securing and recording job evaluations and references	1	2	3	4	5
8. Completing employment applications accurately	1	2	3	4	5
9. Knowing job interviewing techniques	1	2	3	4	5
10. Understanding job retention skills	1	2	3	4	5
11. Knowing the procedures to terminate employment correctly	1	2	3	4	5

SENIOR - COUNSELOR INTERVIEW

Date_____ Student_____

HIGH SCHOOL CREDIT RECORD

Grade	Credits	Graduation Requirements	Credit Earned	Credit Needed
9th Completed	_____	English	_____	_____
10th Completed	_____	Soc. St.	_____	_____
11th Completed	_____	Math	_____	_____
Total 9-11	_____	Science	_____	_____
12th_____	_____	Phys. Ed.	_____	_____
Total 9-12	_____	Other	_____	_____
		Electives	_____	_____
Minimum Credits Required _____		TOTAL	_____	_____

Completed 9th Grade Program

1st Semester	2nd Semester

.....11th Grade Program

1st Semester	2nd Semester

Completed 10th Grade Program

1st Semester	2nd Semester

.....12th Grade Program

1st Semester	2nd Semester

STUDENT'S CAREER PLAN _____

POST SECONDARY EDUCATIONAL PLANS_____

EXTRA-CURRICULAR ACTIVITIES_____

WORK/VOLUNTEER EXPERIENCES _____

Additional Available Information

Comments _____

Counselor_____
Signature

Student_____
Signature

*Oakland Schools

JOB SHADOW PROGRAM

FACT SHEET

What is the Job Shadow Program?

It is a program which interfaces business and education and provides an opportunity for young people to get firsthand information about the world of work.

Who participates in the Job Shadow Program?

Students from throughout Saginaw County who have demonstrated an interest in a particular occupation and wish to learn more about the job to supplement their career planning.

Local employers who share an interest in helping young people learn about the world of work.

What activities are involved in the Job Shadow Program?

After interacting with the program coordinator to explore career alternatives, the student makes a one-day to one-week visit to a work setting to explore an occupation consistent with his or her career plans.

During the visit, the student spends time with the employers and asks relevant questions while observing operations of the occupation.

It is recommended that participating students share this experience with others.

Why is Job Shadowing important?

For the Student, a job shadow experience enhances his or her career development by exposing him or her to the world of work.

For the Employer, a job shadow involvement provides the opportunity to invest in the future by helping young people with their career development.

For the Community, a job shadow program helps education, business, and industry to work together for the benefit of all.

Who is responsible for the Job Shadow Program?

The job shadow program is funded by the Task Force for Youth, coordinated with the Saginaw Chamber of Commerce and operated by the Student Placement Services of the Saginaw School District.

How much does the Job Shadow Program cost participants?

There is no cost to the employers or the students for the Job Shadow experience.

How can interested students and employers participate in the Job Shadow Program?

Interested students and employers may call the Student Placement Services.

Saginaw School District, Student Placement Services

VOCATIONAL COOPERATIVE EDUCATION DEFINITIONS AND PURPOSE

"The term 'cooperative education' means a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction, by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program." (P.L. 94-482)

VOCATIONAL WORK STUDY

The vocational work-study program is for those students who are in need of earnings from employment in order to commence or continue their vocational education programs.

WORK EXPERIENCE AND CAREER EXPLORATION PROGRAM

(W.E.C.E.P.)

The Work Experience and Career Exploration Program (W.E.C.E.P.) is a school-supervised and administered program that includes part-time work as an integral part of an educational program aimed at motivating 14 and 15 year-old youth toward education and preparing them for the world of work.

UNPAID WORK EXPERIENCE

Unpaid work experience is a school-sponsored and supervised instructional technique used in vocational education programs in which students are placed with an employer for a limited time and are not compensated during the duration of the experience.

PAID WORK EXPERIENCE

Paid work experience programs are school-sponsored and supervised employment programs. Students are allowed to earn academic credit while employed in the community. The employment serves as a means of acquiring desirable work habits and attitudes toward the world of work. The employment is not necessarily related to a student's career interest, and enrollment in a related vocational education program is not required.

SPECIAL THANKS

The content of these materials is based on the experience of a wide range of MOIS users and the insight of many people, in particular:

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MICHIGAN STATE BOARD OF EDUCATION

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